

University News

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S.P. GUPTA

Bliss was it
— The Early Years of the UGC

S.Y. QURAISHI

Student Youth and
Positive Life-Style Education

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VARSIITY-IGCAR-INDUSTRY CONSORTIUM

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Association of Indian Universities

CLASSIFIED ADVERTISEMENTS

MAHATMA GANDHI KASHI VIDYAPITH, VARANASI

(State University founded by Mahatma
Gandhi in 1921)

(Advertisement No 1/1996-97)

Applications are invited on the prescribed proforma for the following posts in the U G C Scale with usual Dearness and other allowances declared by the State Govt from time to time. The forms will be available at the office of the Registrar (Committee Section) from 9.4.96 to 15.5.96. The duly filled forms shall be accepted upto 30.5.96 only through Registered post.

The posts reserved for Scheduled Castes/Scheduled Tribes and Other Backward Classes have been allocated as per Roster System of the State Govt.

1 PROFESSOR (Pay Scale - Rs 4500-7300)

- (1) General Category-Economics- Two posts (One post temporary)
- (2) Other Backward Classes - Psychology - One post
- (3) Scheduled Castes - Hindi - One post

2 READER (Pay Scale - Rs 3700 - 5700)

- (1) General Category - Sociology - One Post
- (2) Other Backward Classes - Commerce - One Post (On leave Vacancy likely to be permanent), English - One Post

3 LECTURER (Pay scale - Rs 2200-4000)

- (1) Other Backward Classes - Sociology - One Post

RESERVATION PROVIDED UNDER SECTION 3 (2) OF SPECIAL RECRUIT- MENT ORDINANCE (Second Advt.)

4 PROFESSOR : (Pay Scale - Rs 4500 - 7300)

- (1) Other Backward Classes - History, Sociology (Specialization in criminology) - One post in each
- (2) Scheduled Castes - Social Work, Philosophy one post in each

5 READER : (Pay Scale 3700 - 5700)

- (1) Other Backward Classes - English - One Post

- (2) Scheduled Castes - 4 Posts - Hindi, Economics, Sociology, Psychology (8th Plan) - One post in each subject

5 LECTURER

- (1) Scheduled Castes-English (Temporary) - One post

Those person who have already applied under the reservation category against the advertisement No 1/1995-96, need not apply for the post of special recruitment, specified item No 4 to 6. However extra qualifications earned recently may be sent with a separate application on plain paper.

COMPUTER CENTRE

7 General Category - Head of Computer Centre (Professor's Scale) - One Post

8 General Category - System Analyst (Lecturer Scale) two posts

QUALIFICATIONS.

Head of Computer Centre

- (1) First/High Second Class in M Tech (Computer Science)/ M Sc (Computer Science)/M C A with Ph D in Computer Science
- (2) 10 years experience in Industry/Research/Teaching. Requirement of Ph D could be relaxed in view of 15 yrs experience in Computer Centre or equivalent.

System Analyst

M Tech (Computer Science)/M Sc (Computer Science)/M C A

LIBRARY STAFF

9 General Category Librarian (Professor Grade) - One Post

10 -do- Assistant Librarian (Lecturer Grade) - One Post

The State Govt has revised the grade and qualification of Librarian and Assistant Librarian vide its order No 2452/15-11-95-14(10)/81 dated 29.2.1996. Therefore the earlier advertisement No 3/88-89 dated 1.7.88 & No 1/95-96 dated 1.1.96 respectively are hereby cancelled.

QUALIFICATION — Librarian

- (1) Master's Degree in Library Science/Information Science/Documentation with atleast 55% marks or equivalent with consistently good academic record
- (2) One year's specialization in Information Technology/Archives and pres-

ervation of Manuscripts or Master's Degree in Institutional Specialization

- (3) Atleast ten years experience as Deputy Librarian in a University Library or atleast fifteen years experience as a librarian in a Degree College
- (4) Evidence of innovation in library service and organisation and publication work

Desirable

M Phil or Ph D in Library Science/Information Science/Documentation/Archives and Manuscript preservation.

Assistant Librarian

- (1) Must have qualified National Eligibility Test conducted by the U G C or any other agency approved by the U G C
- (2) Master's Degree in Library Science/Information Science/Documentation or equivalent degree with atleast 55% marks or equivalent grade with consistently good academic record

OR

Master's Degree in Arts/Science/Commerce or equivalent degree with atleast 55% marks or equivalent grade and graduate degree in Library Science/Information Science/Documentation or equivalent professional degree with atleast 55% marks or equivalent grade with consistently good academic record.

Interview and appointments for the three posts of Computer Centre are subject to the approval of the State Govt. Appointment on posts other than the temporary and leave vacancy ones will be made on a probation of one year which may be extended for another year, if needed.

The qualifications for the posts will be the same as specified in the University Act and Statutes with revision and addition made by the Govt from time to time.

Application forms and other particulars can be obtained through a Bank Draft of Rs 100/- (Rs One Hundred only) or Allahabad Bank or any Nationalised Bank in favour of "FINANCE OFFICER, MAHATMA GANDHI KASHI VIDYAPITH, VARANASI" payable at Varanasi. Requests for Application Form if required by post should accompany a self addressed stamped envelope of Rs 8/- only.

REGISTERAR

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Editor :
SUTINDER SINGH

Bliss was it ----- The Early Years of the UGC

S.P. Gupta*

The University Education Commission (1948-50) under the Chairmanship of Dr. S. Radhakrishnan recommended :

"A Committee or Commission for allocating both recurrent and capital grants to universities from the Centre is so fundamental to our proposals for improving and developing our universities that if it were not in existence we should have had to invent it."¹

The University Grants Commission was set up by a resolution of the Government of India and it began functioning in December 1953. Dr Shanti Swarup Bhatnagar was the first Chairman and Prof Samuel Mathai the first Secretary. Prof. Samuel Mathai demitted the office of the Secretary, UGC in 1963 after having served it for about ten years. In his paper² he recalls that when the UGC was first set up, it had a name but no local habitation. The Chairman Dr. Shanti Swarup Bhatnagar was also the Secretary of the Ministry of Natural Resources and Scientific Research and the Director General of the CSIR as well. The first members of the Commission were very distinguished ones : Dr A.L. Mudaliar, Sir C P Ramaswamy Iyer, Dr Zakir Hussain, Dr. John Mathai, Sir J.C Ghosh and Professor N K. Siddhanta. "Even before the first meeting of the members of the Commission, Dr. Bhatnagar in his characteristic way wanted to do something 'dramatic' that would catch the attention of the universities; and so we thought of raising the salaries of university teachers."

The Commission recommended the following scales of salaries for university teachers under the second Five year Plan³ :-

Professor ..	Rs. 800-50-1250
Reader	Rs. 500-25-800
Lecturer	Rs. 250-500
University teachers below the above ranks	Not less than Rs. 150 p m.

80 per cent of the increased cost was to be borne by the UGC and 20 per cent by the university or the state government.

As regards college teachers, the Commission recommended the following scales of pay.

Principal	Rs. 600-800
Heads of Departments	Rs. 400-700
Teachers Class I	Rs. 300-500
Teachers Class II	Rs 200-400

*Secretary, University Grants Commission, New Delhi-110 002.

The increased cost on account of the revised scales was to be shared equally between the central government and the state governments. However, the Government of India intimated that they were not in a position to share with the state governments the expenditure on upgrading the salaries of the teachers in affiliated colleges.

These scales for college teachers could not be implemented. The Commission said in its Annual Report (1953-57): "The teaching profession has almost ceased to attract the best men and women and those already in the profession feel disheartened. Steps must be taken as early as possible to raise both the initial salary and the scales of pay for all classes of teachers, and specially for College Lecturers."

After Dr. Bhatnagar's death in 1955, the UGC had no full-time Chairman for a year. Pandit Hriday Nath Kunzru and Sri Humayun Kabir acted as Chairmen in turn. Sri C.D. Deshmukh after relinquishing the post of Finance Minister of India became full-time Chairman of the UGC in 1956.

In his autobiography⁴ C.D. Deshmukh gives a vivid account of the offer of Chairmanship of the UGC:

"On the eve of my resignation as Finance Minister when it was known that I intended to resign, Humayun Kabir came to my house and said he had come to speak about a matter he was half afraid of mentioning. On my requesting him to go on he said he had been sent by Maulana Abul Kalam Azad to find out if after my resignation I would be willing to accept the office of Chairman of the University Grants Commission."

"It is necessary to mention at this point that although the Statute had been passed no appointment of the first statutory Chairman had been made. Dr. J.N. Ghosh, Member, Planning Commission, who had been thought of for the post (I had some part in supporting the name) had not been able to accept on the terms offered regarding status. Humayun Kabir, as Secretary to the Minister of Education, had therefore been placed in current charge of the duties of the post."

"I had always taken some interest in scholarly and academic matters and said I would regard it as a privilege to be called upon to assist Maulana Saheb in that office, but advised them not to make up their minds till they had heard

my speech of resignation which I knew was going to be peppery. Kabir replied that since the Prime Minister and Maulana Saheb had carefully considered all aspects, the language of my speech of resignation would make no difference whatever. On this I agreed to accept the post."

Samuel Mathai observed on the impact of Deshmukh's chairmanship:

"His earlier experience of administration and financial management proved to be very valuable to the UGC, and his personal eminence helped in establishing the authority of the Commission in the country". (Samuel Mathai 1980)

The Chairman's term of office according to the rules made under the UGC Act was six years subject to the age of 65. Dr. Deshmukh reached the age of 65 after having served as Chairman for five years only. There was a controversy as to whether he could remain Chairman for another year. Dr. Deshmukh did not like the controversy and left. Then Dr. Krishna, Vice-Chancellor of Andhra University was appointed Chairman but he died of heart failure only after a month. Thereafter Professor D.S. Kothari, then Professor of Physics at Delhi University was appointed Chairman who held the post for twelve years.

Samuel Mathai summed up his views on the effect of the UGC on higher education in India asunder:

"The difficulties arising from the fact that universities in India operate under different kinds of laws enacted by the various State Governments, and from the fact that the autonomy of the universities has been progressively reduced by fresh enactments by the governments, seem incapable of a satisfactory solution. The UGC had not succeeded in any significant measure in bringing about coordination and maintenance of standards. State governments have not always whole-heartedly cooperated with the UGC in its efforts to improve standards and raise quality. Since the UGC can give only "development grants" to the State Universities, a number of projects have been undertaken in several of the universities without a proper building up of the total academic environment". (Samuel Mathai - *ibid*)

Samuel Mathai felt sad that universities were

becoming increasingly parochial and the staff being appointed there were not the best ones selected on a national basis. He further lamented that the growing indiscipline and the growth of trade union attitudes and methods had particularly nullified much of the UGC's work and made the large sums of money invested in higher education in the last twenty five years almost infructuous.

Sri K.L. Joshi (Secretary 1963-67) gave vent to similar feelings so far as autonomy was concerned. He said, "The working of the UGC has many difficulties. It is supposed to be an autonomous link between the government machinery and the universities which presumably enjoy academic freedom. Too many directives and guidelines regarding development tend to endanger the autonomy of the universities." (Joshi 1980). State Universities were hard put to balance their budgets. The state governments generally did not welcome financial burdens thrust on them by the UGC in respect of appointing more staff and raising the salary scales ⁵

However, the objectives of higher education essential to any properly balanced education cannot be lost sight of, stressed K.L. Joshi. They are in relation to development of skills in the general division of labour and the future careers of students, promotion of the general powers of the mind, advancement of learning, with a balance between teaching, examination and research, and transmission of a common culture and common standards of citizenship. For these aims and in relation to education as a concurrent subject, the powers of the UGC appear to have many limitations

In the sixties, the UGC office had quite a bit of greenery, a green belt all around and a lawn in front. Prof D.S. Kothari, Chairman and Sri K.L. Joshi, Secretary were very fond of walking and many a time they were seen walking together in the UGC lawn. One wondered whether important decisions were being taken together in the UGC lawn itself! There was harmony in the UGC and a sense of fulfilment too. One recalled the lines of William Wordsworth:

"Bliss was it in that dawn to be alive,
But to be young was very heaven!"

The UGC had been making sincere efforts towards the improvement of the quality of higher education in the country. However, the level of achievement was not high. It was disappointing to many an academic like J.N. Kaul.

He said:

"Higher Education in India is in the grip of a crisis of conscience; it is fast losing its credibility and its functional utility. The university system as we know it is breaking down; this would indeed be welcome if a system closer to the needs and aspirations of the people took its place. This is not happening. There is, therefore, no time for soft words, charming nonsense, and soporific cliches." (Kaul 1974)⁶

He pointed to the need for a reappraisal of the performance of the university system and a reordering of its priorities. Merely the growth of the system leads us nowhere. A university degree seemed to be the very passport to personal and social advancement. Hence, the rush for admissions in all types of degree courses. But what is the contribution of the higher education system in improving (a) the efficiency level of its products, and (b) the functional linkages it is able to establish with the socio-economic environment and particularly with the employment situation in the country? As regards (a), the efficiency level of graduates was measured in terms of the examination results. "After failing 50 per cent of the total in the first degree examinations, the universities condemn more than 70 per cent of students in arts and commerce courses and more than 40 per cent of students in science courses to the unmentionable third division" (Kaul 1974).

Education must be related to productivity and development of personality in its different aspects including communication skills and computational skills. Education should enable a student to add to the sum total of production. The contribution that a graduate makes to production must exceed the expenditure on his education and training. There should be a positive correlation between the level of training and the level of earnings. Any investment in education that aggravates unemployment is wasteful.

The university system faced the duality of increasing enrolment and a low standard of teaching and lower of learning; ill-paid college teachers, most teachers without a desk or chair, an outdated system of teaching, learning and examination, the spectre of educated unemployment and all kinds of specious arguments for increasing student enrolment. The policies and programmes of the UGC went only a short way towards solving the gigantic problems of the vast and complex Indian education system.

So far as the salary scales of teachers is con-

cerned, the endeavour of the UGC has always been to improve the scales and bring about uniformity as a step towards achieving the objective of maintenance of standards.

C.D. Deshmukh had observed "The chronic impecuniousness of states in India held out little hope that any rise in enrolments initiated by the UGC would be continued by the states. This was a plausible argument against the UGC initiating any movement to improve conditions of service. On the other hand, there seemed to be no two opinions on whether in its absence any standards could even be maintained, much less improved."

"It was at this stage that I provided a solution which seemed theoretically at least sound, I pointed out (i) that the quinquennial Finance Commissions could always be requested by the states to take notice of and provide for the additional committed non-plan expenditure for improved emoluments of teachers of colleges and universities at the end of the five-year period taken care of through UGC grants, and (ii) that any favourable recommendations made in this respect were bound to be respected by the Central Government. This argument received acceptance and the UGC decided to make a systematic improvement in emoluments of college and university teachers. I had the satisfaction of getting the final stages through in the last meeting of the Commission 'during my tenure, held in Bangalore in December 1960.' (Deshmukh 1974).

During the Third Plan the Commission agreed to help the universities to introduce the following scales for the university teachers only:

Professor	: Rs. 1000-50-1500
Reader	: Rs. 700-40-1100
Lecturer	: Rs. 400-30-640-40-800
Instructor	: Rs. 300-25-350

There was no revision of the salary scales of the college teachers.

The Education Commission (1964-66), *inter alia*, stressed the importance of the quality, competence and character of teachers and therefore providing the teachers with the best possible professional preparation and to raise their economic, social and professional status. It recommended that the remuneration of university teachers should be broadly comparable with that of the senior services of the Government so that a fair proportion of the top talent in the country is attracted to the profession of teaching and research. What is important here is

that the salary of a Vice-Chancellor should be about the same as that of a Secretary to the Union Government; the maximum salary of a university professor should be the same as the maximum in the senior scale of the IAS, and for outstanding professors higher salaries comparable to super-time scale of pay of the IAS should be available."

The Commission suggested and the Government of India implemented the following pay-scales in the Fourth Plan.

Teachers in Universities

Professor	: 1100-50-1300-60-1600
Reader	: 700-50-1250
Lecturer	: 400-40-800-50-950

N.B. One third of the total number of Professors to be in the senior scale of Rs. 1600-1800

Teachers in Affiliated Colleges

Principal I	: 700-40-1100
II	: 800-50-1250
III	: 1000-50-1500

Senior Lecturer/Reader 700-40-1100

Lecturer:

Junior Scale : 300-25-600

Senior Scale : 400-35-640-40-800

N.B. The proportion of lecturers in the senior scale to those in the junior scale should be progressively improved. By the end of the Fifth Plan, this proportion should be raised to 75 per cent

The scales of pay were to be integrally related to the programmes of qualitative improvement of teachers through improved methods of selection, and improvement in general and professional education. The improvement of the salary scales took place without much of the qualitative improvement envisaged by the Commission. The ideals go haywire in practice!

References

1. *The Report of the University Education Commission (1948-49)*, Ministry of Education.
2. Samuel Mathai: *The University Grants Commission - A Personal View* *Journal of Higher Education* Vol 6, Nos 1-3, 1980-81
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4. C.D. Deshmukh. *The Course of My Life* Orient Longman, 1974.
5. K.L. Joshi. 25 Years of UGC—Dilemmas and Difficulties *Journal of Higher Education* Vol 6, Nos 1-3, 1980-81.
6. J.N Kaul *Higher Education in India, 1951-71: Two Decades of Planned Drift* Indian Institute of Advanced Study, Simla, 1974
7. *The Report of the Education Commission (1964-66)*.

Student Youth and Positive Life-style Education

S.Y. Quraishi*

As a result of the spread of mass education in Asian countries, the number of adolescents and the youth in school and college campuses has been steadily increasing. Some of these students, particularly those in the universities, prolong their period of study in preparation for better job opportunities. Grown up boys and girls, many of them educated in mutually isolated unisexual institutions, converge in co-educational college and university campuses full of freedom, exposure to liberal ideas, and unforeseen challenges.

The emotional control of the family, the moral control of the school and the social control mechanism of the community have been showing signs of decline. The expansion of various mass media and the explosion of information and communication across cultural boundaries and national borders have been influencing the behaviour pattern of the youth all over the world. Travel, tourism and migration coupled with quick mass mobility have also contributed to this change. The number of students resorting to crime, drug abuse, molestation, eve teasing, ragging and rape has registered a sharp rise causing great concern to administration and society. Student youth have acquired a new image remote from classroom, library and laboratory. Their increasing vulnerability to STDs and how HIV/AIDS has added a new dimension to the problem. As textbooks and teachers are silent and helpless, the need for life-style education has assumed greater urgency.

Transition from childhood to adulthood, consequently, is no longer as smooth as it used to be. Younger people are no longer absorbed into adulthood under the tutelage of elders. Increased autonomy and freedom of personal choices draw impressionable young students towards risk taking experiments during these fluid years full of psycho-biological changes.

Since most of the universities and colleges are located in urban areas, they are continuously affected by a process of urbanisation and its negative

impact. While, on one hand, opportunities for outdoor exercise like jogging and playing have been shrinking on the other, eating junk food sold on the pavements or cold drinks, sweets and *chaats* advertised by manufacturers on TV is an increasing health hazard. Youngsters always become the first target of aggressive commercial advertising. Unfortunately, the educational system is not well equipped to counteract such influences which are increasingly reinforcing a particular style of life that is negative and undesirable. A counter mechanism to neutralise such influences has to be developed.

As many college students do not have access to health education on an organised basis, they continue to follow a wrong life-style out of ignorance. Traditionally regarded as symbol of good health, young people today are themselves target of various kinds of afflictions like hypertension, alcoholism, drug addiction, HIV/AIDS, depression and delinquency etc. These trends raise basic issues of empowerment of the young to cope with the environment around them and make appropriate and rational choices in matters relating to their health and hygiene. The medical world has now recognised the significance of life-style in causing and contributing to many illnesses of the youth including the students.

Life-style denotes a close link between the living condition of an individual, his or her activities and socially formed strategies for coping with life. Whereas some life-styles are self-destructive, there are others which are health promoting. A careful selection and popularisation of the health promoting life-styles would encourage the youth in colleges and universities to adopt these to their advantage.

The category most vulnerable to wrong life-style is the adolescents because of their risk taking behaviour. Consequently, the average age of drug users has been getting lower all over the world. In India the rate of prevalence of drug abuse which is generally low in early adolescence (age 12 and 13), rises steeply in the late teenage and is the highest during the early 20s. This is the period when most of the young people are in the universities and colleges and hence require special attention. Many ex-

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perts believe that one of the main reasons for this pattern is that there is a direct relationship between the age and the acquisition of adult role and responsibilities. In support of this hypothesis, a study has found that the cessation of drug abuse among college students is not due to changes in attitudes towards illicit drugs but to the constraints imposed by job situations, family responsibility and changes in friendship pattern after the college career. In India injecting drug users are mostly the young people who have emerged as one of the most risk prone categories for HIV/AIDS infection. Similarly, alcoholism has also emerged as a major socio-medical problem of the youth exposing them to accident, suicidal behaviour, high risk sexual practices, etc. Smoking, to which many young people are drawn, has become another big killer habit. Further, a majority of sexually transmitted diseases (STDs) that occur in the world are in the age group of 15-24 years. In India out of the current 43 million STD patients, the majority acquired the disease during the period of their adolescence and early childhood. In fact research has shown that most of the health problems of the adult and the aged are consequences of risk taking behaviour during the period of youth.

With the coming of HIV/AIDS and its predominant channels of infection being hetero-sexual, the student youth in the colleges and the universities have emerged as a risk prone category because of the growing liberalised male-female relationships in the campuses. Life-style diseases confront the present generation of the young who face tremendous physical, psychological and social pressure in their life. These have a great bearing on the way of life and the values they imbibe. As risk taking is a natural part of growing up and provides a feeling of excitement and adventure and 'adulthood'. In addition to giving opportunities to escape from the resolution of personal conflicts, life-style education has to be designed with imagination and creativity. Correct and consistent information and education would form an important part of the life-style education strategy. Such strategy should inspire young people to place a value on health.

At present there is value for education, for employment, for leadership, for talent, for popularity and for respected position, but very little value for healthy life of the young. This needs to change. Risk behaviour must be made less glamorous through processes of social learning. Young students should be helped to identify their own health concerns through participatory group work, role

play, simulation games and exercises. An attractive and alternative life-style should include positive aspects of physical fitness, abstinence, faithful relationship, non-smoking, avoiding drugs, eating healthy foods, driving carefully, avoiding risk prone sexual encounters, adopting positive responses to stress, etc.

Since the educational curriculum is seldom related to these issues, these can be taken up through innovative co-curricular programmes. However, it may be kept in mind that dissemination of knowledge alone will not neutralise or inhibit wrong life-style. This is precisely the reason for health education failing to create an impact on health practices of the young in a significant way. Because people tend to give their own meaning, perceptions, and cultural orientation to information and education aimed at them, it is necessary to make a qualitative and ethnographic exploration to find out what gives glamour to such risks and adventure, what are the constraints to develop health values, what kind of framework and approach are likely to develop positive lifestyle and behaviour among young people etc. One of the possible strategies could be to make the young people their own advocates for good health and right life-styles.

All these ideas and action interventions, however, would require a mechanism for implementation in the higher education system. In India the National Service Scheme (NSS) is the mechanism which, through its country wide network of units located in each and every college and teaching university, has taken up these issues through its regular and special camping programmes and campus activities. Since 1991, India's major student youth volunteers programme (NSS) has been organising local and national campaigns covering colleges and universities under the banner called Universities Talk AIDS (UTA). This campaign, mostly educational, uses the students both as receivers and communicators for promoting positive life-styles and health values. So far 15 Life-Style Education Centres have been established in different parts of the country, mostly in the universities, to provide LEC support to the NSS network. Countries, which do not have an organised network life NSS, may consider making use of various types of student-forums already functioning in the campuses. The Indian colleges and universities have student and study forums like Population Education Forums, Women's Development Centres, Nature Clubs, Planning Forums, Sports and Dramatic Societies, Student

(Contd on page 8)

The Ph.D. Programme on Library Research in India

A Bird's Eyeview

Ramansu Lahiri*

Individual queries and inventing problem solving methods in the field of library organisation are a continuous process. The outcome has been reflected (i) in the promotion of the storage-retrieval of information from the ancient rock description, clay tablets, palm leaves, papyrus-records to the present day printed and non-print materials, and (ii) in the graduation of the dissemination method from messenger pigeons, talking drums, smoke and light signals to the modern method of transmission. The realisation that library is an important and dependable component for furthering research in every field, stimulates the role of library in education. This trend also animates the systematic research on library services for the improvement of its quality in providing effective support to education. With this advancement of necessities, the professionals have been realising increasingly the value and effectiveness of research. The systematic academic work in fact, started in the 19th century, though individually and independently in USA and European countries. But not until 1930s 'did a substantial number of members of the profession begin to fully recognise the value of conducting careful studies pertaining to various library phenomena'

Western Countries

In the 19th century, the UK, France and the USA have witnessed a galaxy of celebrities in library profession. Their inquisitiveness, wisdom and unsparing efforts have converted the library from 'storehouse' to modern centre of learning. The British Museum (estd 1753), Library of Congress (estd 1800) and the Bibliotheque National, however, have always remained as a source of inspiration. The contributions of Anthony Panizzi, Dorothy Norris, RCB Partridge, J D Brown, Berwick Sayers and others in UK, of Charles C Jewett, Charles A Cutter, Melvil Dewey, John Jacob Astor, James Lenox and others in USA during mid 19th century have totally changed the scenario of librarianship. France finds research activities for the improvement of library in the persons like Gabriel Naude (in

1627), Frederick Rostgaard (in 1690), Abbe Leblong (in 1791) — much ahead of other countries.

Formal research under the sponsorship of academic institutions (i.e. Ph. D. programme), however, started very late even in western countries. In USA, though, Melvil Dewey opened 'Library Science School' at Columbia University in 1887, the Ph.D. programme was introduced in 'Graduate Library School' at the University of Chicago only in 1928. In UK, only in 1963, the PG School of Librarianship and Information Science, University of Sheffield had opened the programme.

Besides the universities, the library associations like American Library Association (estd. 1876) and British Library Association, reputed publishers particularly different University Presses have been sponsoring research activities on library from the beginning.

India

Library Science education in India though 'started as early as in 1911, it was only after World War II, that it was gradually recognised as a full-fledged discipline and separate departments were set up in universities offering courses leading to bachelor and master degrees'. Individual systematic research on various aspects of library organisation had, however, been started in India with the initiatives of Dr S R Ranganathan during the thirties of the present century. And it was he who was responsible for introducing the Ph.D. programme in the University of Delhi in 1948. At present, various levels of research on library have been observed in (i) book and paper writing, (ii) project surveys, (iii) preparation of dissertations in Master Degree, M.Phil, Ph.D., D. Litt, Post Doctoral work, and (iv) in editing seminar papers, journals, books reports and surveys.

Ph.D. Programmes in India—1950-95

Preliminary surveys have indicated that more than 250 Ph.D programmes have so far been completed in the field of library and information science (LIS) in India during 1950-95. The number of works (127) consolidated during last five years

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(1991-95) are found almost equal to what (128 programmes) were produced during 1950-90 (i.e. 40 years). The equation sends off two distinct messages; (i) the trend of upward mobility in the research work; and (ii) the intensification of research activities during the period 1991-95. The compounded annual growth rate between 1981-95 (20 Ph.Ds upto 1980 and 255 upto 1995) i.e., last fifteen years, exceeds 85%.

The studies have also identified some universities that have shown initial interest in carrying out the LIS research: the Andhra, Calicut, Poona and the Gulbarga in southern and south-western region; the Jiwaji and the Vikram in central region; the Punjab, Rajasthan, Delhi and the BHU in northern and north-western region; the Burdwan, Calcutta and the Utkal in eastern region.

The themes given priorities for investigation and probing during the whole period are : information need, information seeking behaviour, psychological pattern of different types of users; management, growth and development of different types of libraries (university library in particular); studies of bibliometrics; bibliographic-control; information technology, automation of libraries; various kinds of information systems like statistical information system, TV, Database information sources of different kinds, etc

Some important and relevant issues in present context are however not given proper weightage. Proper studies in topics like marketing of information products & services, cost and benefit analysis of library services, resource sharing and networking, library finance, personnel management, control of information explosion, etc are required in today's complex world

The research activities in LIS Ph.D programme (1950-95) have invited both appreciation and criticism though much study has not yet been made over the quality of the works. 'There is much to be desired in the quality of dissertations' — one reviewer comments. Some of the research programmes as identified by some critics, have also suffered from 'lack of proper theoretical background', 'absence of model in research findings', 'maximum use of statistical techniques without proper justification', 'irrelevant, unproductive and sub-standard topics', 'research in parallel' and other sins.

To make research meaningful and more useful, certain criteria are required to be followed. A sense of accountability from all sections — scholar, super-

visor, evaluator, sponsoring-authorities — seems to be an urgent issue to be taken care of. The economic viability of research is another area which cannot be ignored particularly at this time when all the funding agencies are in growing economic crisis. 'Inventory management' and 'bench marking' methods are some of the essentials which are required to be introduced in establishing 'quality control devices' of research programmes in general including library research. The improvement of access to research findings is another way of ensuring the effective application of research. Trustworthiness of a research work is, however, 'a complicated matter encompassing a variety of perspectives on just what it means and how it should be demonstrated'. A continuous research on research studies may find the answer in near future.

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Student Youth and Positive Life-style Education

(Contd from page 6)

Unions, etc. These structures, with proper training and motivation, can be developed to carry on awareness campaigns on positive life-styles through panel discussions, quiz, poster-slogan-painting competitions, mass student rallies, lecture-cum-demonstration programmes, etc. Since life-style issues directly concern the student youth, it will not be difficult to ensure their willing participation in these activities

Our experience of NSS during the last 25 years has shown that this is a programme which is both effective and cost effective. Because of its participatory nature, it appeals to the imagination of students. The biggest advantage is its flexibility which lends itself to quick adaptability to respond constructively to any national or local challenge. UTA programme is just one example of the NSS volunteers rising to the challenge of HIV/AIDS and coming up with a programme which is entirely their own. It is an acknowledgement of what WHO has described as an "innovative educational intervention", that some South-East-Asian countries are now considering to adopt this approach for the student youth in their colleges and universities.

MEETING OF ABSENCES

The Poetry of Margaret Atwood and Sunita Jain

B.N. Singh*

A fresh paper to "connect" the poets of two different nationalities — Canada and India — is often a fresh confession of failure. So complex are the cultural patterns, so divergent the sensibilities that the more firmly one tries to comprehend, the more conscious one becomes of the multiplicity of contradictions. And yet, it is perhaps only by collecting these meagre handfuls that we may, some day, comprehend the real determinants common to both the literatures. This piece neither hopes nor strives to achieve a definitive statement on the similarities and dissimilarities of the poetry of Margaret Atwood and Sunita Jain, far less, therefore, on the real determinants of their poetry. It only tries to identify a recurrent strain that seems to unite them. By way of offering a small beginning, I shall compare some representative poems from Atwood's *Power Politics* (1971) and Jain's *Find Me with Rain* (1984) with a view to illustrate relations of the sexes in patriarchy in two diverse cultures.

The connection, as I see it, is in the decision of each of these two authors to speak about her own experience in terms of patriarchy in such a fashion that people anywhere in the world who read English begin to get an idea of what it means to live and grow up in a place, a distant place, which is not their own. To Indian and Canadian readers respectively the experience will be familiar, and not the less interesting for that. But the purpose of the descriptions by both these authors is primarily to make the experiences intelligible to those who do not know them. Where critical comparisons are set going, sympathies may follow: outstretched hands, perhaps, between writers, and ultimately, greater understanding between readers in the two widely separated continents.

By way of introducing this paper, I will first quote a small poem one each from *Find Me with Rain* and *Power Politics* which deal with the relations of the sexes in patriarchy. Sunita Jain's 'absences' (45) reads as follows:

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You : my victory
Won by kneeling
A grace
Born of yielding
A meeting
of two absences.

Power Politics(1) opens with that "Chilling epigram" for which Atwood is famous:

You fit into me
like a hook into an eye
a fish hook
an open eye.

Both these poems deal with the "spiky relationship" between the sexes, but with a difference, the speaker in the latter poem is aggressive, isolated, suspicious, hostile and fearful, whereas in the former he/she is neither so ferocious nor so beleaguered. And this is precisely because, I will argue, the tortured self of the speaker is constantly obsessed with the milieu to which he/she belongs. As a consequence, I will not concern myself with whether or not the speaker's fears are justified, nor will I consider whether they are able to alter the conditions of their external worlds. Such questions are important but perhaps not easily answered. I neither intend to approve or disapprove the cause they are fighting for. My basic concern is to show how in content, nature and range — how in varying and telling strategies — the speakers situate themselves in their own respective culture and tradition and how their individual responses stem from cultural forces shaping them.

Despite many reformatory and corrective measures and a number of dissident voices by women activists, Indian woman has not been able to liberate herself from degrading constraints of patriarchy. Still looms over her the shadow of rigid paterfamilias, the author of her being and authority under whom, in obedience or revolt, she lives out her life. She still remains a Cinderella in her kitchen delight. In her moments of extreme ecstasy, too, when she sets out to celebrate life and love — *joie de vivre* — she cannot cross the *Laxman Rekha*, the boundaries prescribed for her for centuries. She

struggles, she writhes, she shows defiance, she even rings jingling music out of the very shackles that chain her down 'to moth eaten tradition', but for all that she cannot break herself free. There is no respite, no reprieve: "because you said your wish mattered/ more than my life".

In her crucial and all important strife, therefore, she seeks a personal victory, a personal vindication: "I have tried to grow a vine/where forests would have died".

Find Me with Rain begins with "mother" and ends with "father" and in between groans in pain the tortured self of the speaker "tied to an elephant foot/for twentyfive years" (p.41). In feminist poems "parents are perceived and addressed as a single unit, but the theme of the mother is more frequent and more richly varied in its applications. By contrast, the issues associated with the father not only are less commonly brought into play, but have not been fundamentally transformed by the insight of the feminist movement. The father is still the representative of power in the family, the lover his poet-daughter at once seeks and abhors" (Robinson : 277). The poetry of Sunita Jain, written surely and clearly outside the perimetres of the feminist movement, could stand as an emblem for this set of motifs. Let us take, for instance, the first poem "Mother" (p 41) where the poet seeks to depict women's life situations and create a context in which their oppressed status could be discussed:

*I have been tied to an elephant foot for
twenty five years
because you said your wish mattered more
than my life, and the moth eaten tradition
of a heartless family cried, sacrifice*

It is interesting to note that mothers themselves are as much at the centre of feminist movement as they were absent from the poetry of male poets and the women who shared their subjects. Lilian S. Robinson points out : "Poems about the mother are often poems about destruction. Usually the daughter perceives herself as the victim, but sometimes she sees that the process is mutual". (272) One can feel the sense of an ancient and ambiguous bond that penetrates this poem. The mother in the poem belongs to the generation famed for its stern adherence to "the moth eaten tradition/of a heartless family" which insists on (its daughters to) "sacrifice" For whom? is anybody's guess in Indian context. The daughter, "tied to an elephant foot/for

twentyfive years", voices the suffering of women confined to the traditional household, and the profligate, irresponsible behaviour the same society condones and even supports in the men. Thus the natural bond between mother/daughter, (father/daughter, husband/wife, male/female) is one of resistance. The conflict with the mother that takes place in the poem is thus rooted in the sameness, of blood descent occurring in an historical situation that makes the daughters different from the women their mothers were.

However, it is important to recognise that the tension to which this poem refers is not an archetypal conflict that arises naturally and necessarily out of the relation between mother and daughter. In daughter's conflict with her mother, one may see the mother as an exponent, rather than a victim, of the female condition, willingly policing the border's of women's role and trying to coerce her daughter into those limits "The power of the bond and the sense of alienation" says Lillian S. Robinson, "that coexists with it are frequently communicated by feminist poets through a metaphor about communication, about the speech or attempts at speech between mother and daughter". (273) In the poem one can see the insistence on verbal power as a means of survival

*Oh, tell me please, if another twentyfive years
shall have me flailing.*

Feminist critics may attack it for glorifying the traditional role of a woman who bears all the insult without any resistance. Apart from this the apparently conservative posture which the poem promotes can also be the target of their attacks. But the redeeming feature of the poem is that the poet strips bare the hypocrisy and sham of a society that sanctions inhumanity in the name of tradition. In fact, the poem works both as a critique of tradition that is followed mechanically. The upset 'I' in the poem is also a rebel against the soul-destroying restrictions of the life laid down by the tradition. "My youth wept into the wilderness of nights,/the bones are a witness to my shame:/excretion seeded my belly" The callousness with which female desire is crushed to appease custom or male whim has been expressed in the following lines: "But I am sick now and rage consumes my graces". Rebellion, deviance, anger, resentment, and passion have been portrayed in such a way that they evoke our sympathy. But order, somewhat chastened no doubt, but old order all the same is always carefully restored :

*I have tried not to curse you,
lame in widowhood, by guilt bled white.
I have tried to grow a vine
where forests would have died.*

I suppose this is a "confessional" poem. It is certainly not a traditionally "feminine" one, though, because the feelings it admits to are far from attractive.

"Father" (p 71) is the last poem in the collection *Find Me with Ram*. The 'earliest memory' of the speaker's father is that of a "terror" with a double barrel pointed at the Cobra/under the dining hall's massive Mohogany". Even a casual reader of the poem can recall an important 20th century woman poet, Sylvia Plath. It is striking to note that in the work of Plath Man appears as a fascination and a terror; and that the source of the fascination and the terror is, simply, Man's power — to dominate, tyrannize, or reject the woman. The charisma of man seems to come purely from his power over her and his control of the world by force, not from anything fertile or life-giving in him. And, in the work of Plath, it is finally the woman's sense of 'herself' — embattled, possessed — that gives the poetry its dynamic charge, its rhythms of struggle, need, will, and female energy.

The power and control with which Sunita conveys a sense of emotions entirely out of control are unique, but the drastic sentiment is not:

*I hung on to your words, father,
and was thrown on anvils
How will I know your wish was realized?
Will you send a sign someday, and set me free?*

It is not resentment one senses from this poem, but a feeling of relationship suffused with living. So the poem, despite its protest note, connects the speaker to her milieu.

Will you send a sign someday, and set me free?

Sunita tends to write of love as the source of both joy and suffering. In 'visit' (p. 42) the poet views that victimization by love is an almost inevitable fate: but it also 'invokes life'.

*Conjurer, I waited long
and in my desperation
mistook others for you
They had their skills.*

*Charm, power, money and even
virility. But I wanted magic —
the words that slither
from your tongue.*

*You arrived
after others like a pack of boys
had shredded the kite.
'Life', you invoked — 'life'.
Look, on my gaping ribs,
there is smooth, sudden skin*

It is a beautiful love poem, celebrating the total fulfilment and glory of love. Critics may, perhaps, take the "conjurer" as the symbol of "male aggression" and his act of "invoking life" as "romantic possession" of woman resulting in her dependancy. Mary Wollstonecraft, Kate Millet, and company will certainly not be happy to see their reflections in a man's eyes nor will they accept male definitions of reality, as the speaker in the "visit" does, "magic — the words that slither / from your tongue"(42). However, in rejecting "charm, power, money / and even virility"(42), the speaker is rejecting "the man in patriarchy" who is valued according to his financial assets; most often it is the powerful wealthy man who is defined as attractive — eros and money are intertwined for many women (Wendy Martin: 178). In the "visit", the speaker attempts to understand who she is, how her responses should be to a given cultural historical set up and how she should locate herself in the historical flux. Since the tradition does not provide any alternative viable for her, she must discover the meaning of her life for herself. The pragmatic basis for relationships which defines men as providers and protectors and makes economic captives of women here shifts to a more genuinely emotionally satisfying context:

*Look, on my gaping ribs,
there is smooth, sudden skin.*

Atwood's speaker in *Power Politics*, like Sunita's in *Find me with Ram*, is also trying to locate herself in her own milieu. Her persistent efforts to establish herself in patriarchy, can of course be read within the interpretive scheme of feminism, but it is not that I intend directly to enter. My concern here is that the spiky relationships between the sexes stem from cultural forces shaping individual responses to them.

Gloria Onley sees the speaker in *Power Politics* as "the female prisoner of the machismo love structure that romantic love, in its modern version"(22) has made so "frustrating" and so "mechanical"(21). She intriguingly names the relationship sadomasochistic and identifies as central to the relationships enunciated in Atwood's book a "concept of ownership or romantic 'possession' resulting in exploitation by the man and idealization and obedience by the woman" who is forced into prison or victimization(34). Mandel locates the Atwood speaker within the conventions of Gothic "in which the chief element is the threat to a maiden, a young girl, a woman" (167) Michael Ondaatje has termed Atwood's speaker as "the cannibalistic speaker", who "demands to know everything of the people around her"(23) Each of these remarks serve to reinforce how concerned the speaker is with defining and maintaining her own position in patriarchy.

Before commenting on speaker's response to cultural forces which have shaped her consciousness, it is not perverse to recall a long poetic tradition in which *Power Politics* is written and within which it can be received. There are — for all their quirkiness and contrariness — love poems. As Gloria Onley tells us, they operate within an "ironic inversion of courtly love". (21)

It is interesting to note that Atwood has positioned her lovers "I" and "You" in 'amour courtoise' tradition. This 'I', 'I' in love poems is not only sensitive to experience (as is the 'I' in the poetry of Sunita Jain), this 'I' is usually solicitous of the "You" and will define itself in painful remission from a "You". Lamenting the absence of "You", meditating on the "You", wanting to bring "You" into its presence, into the intimacy of "thou" — the "I" in love will forever remain a humble figure in a condition of abjection, possibly, but so defined that she lacks power, often, and seeks somehow to gain it, if only to meet the beloved "You", in mind if not in body. Such an "I" is tender, considerate, honouring, self-abnegating even. This "I" is known for authenticity and is in all things, in all love at least, sincere. That this "I" derives from centuries — old conventions and participates, arguably, in modern versions of courtly love, is something we might remind ourselves of too. Naturally, therefore, one should be careful in blaming Atwood for "spiky relationships" of sexes. We may term it as "confessional strain" which is also evident

in the poetry of Sunita Jain.

We know, too, of comical inversions to the tradition, all those poems, John Donne's day, which work — in reverse, in irreverence, in parody — in opposition to the type I have summarized. Such parodies, no less than 'serious' poems, take their life from the conventions. In certain ways the strategy lies behind Atwood's cycle of poems in *Power Politics* though she works a feminist wrinkle on them, inserts something blacker in her denial of solicitous or desiring lover. Her speakers characteristically announce themselves as refusers of love or at least as nay-sayers to certain definitions of love whose terms they do not happily accept. It can be illuminating therefore to think of Atwood's "I" within these conventions.

It is not my intent to prove that Sunita's poems too can be seen in the 'amour courtoise' tradition or its reversal like Atwood's. What I bring to the fore is that the speaker in the latter is neither powerless nor belligerent; rather, despite her best efforts to transcend, she conforms to the manners and mores of specific milieu, and her voice takes the form of "confession". Let us take, for instance, Atwood's "small tactics". (17-20) The poem opens with compelling signs of human suffering, offered without the corrosion of Atwood's habitual irony.

The speaker for once presents herself in so understated and vulnerable fashion that we are apt to take her language as confession. Her voice takes on a pleading tone. "Let's go back please/to the games, they were/more fun and less painful." She admits too to the needs and pain of the other, the recognition culminating in two compelling stanzas.

*In the half light
your body stutters against
me, tentative as moths, your
skin is nervous
I touch
your mouth, I don't
want to hurt
you any more
now than I have to (17)*

Here "you" is allowed some presence, is permitted to come out of his abeyance and to enter gentle moments, coded in references to his eyelashes, the half-light. His overtures bring him into recognition.

The painful attempts to 'speak' his fragility find expression in the stutter, in all its metalingual poignancy. The metaphor draws out the efforts of speech, the reality of its difficulty. The speech of his body is inadequate, unavailable. Even the mention of "half" light accentuates the moment of uncertainty, in completion verging on something more (something more than "half"), some index of romantic setting. The first few stanzas articulate the most lyric poem to this point in the book, in the trembling desire — a stuttering that finds reinforcement in the spasmodic lines — to speak out and to reach across gaps.

That's not what it remains. The poem has opened with confession, apparently naked confession, of the speaker's pain, then assured us of her sensitivity to her lover, of his sensitivity, has brought us to breathless expectancy. There is her poignant response, her moving to tenderness, the moving moment: "I touch / your mouth, I don't / want to hurt / you any more." We seem brought here to confession, to apology, to reconciliation even. But then, we hit that last line: "I don't / want to hurt / you any more / now than I have to." The counter of

that, it stops us in our tracks. The lines at first betray us into belief, finding, just this once, the tenderness we have come to expect in love poetry — an emotional poignancy we so often want. She will not hurt the beloved "any more." That's it, it's all over, no longer will they fight, the line closes with that promise, closes on it.

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REGISTRAR

The Aquarian Age

Prof. J.S. Bajaj, Member, Planning Commission, Government of India, delivered the Convocation Address at the 35th Annual Conference of National Academy of Medical Sciences at Benaras Hindu University, Varanasi. He said, "We are moving fast towards the twenty-first century, which may not only usher a new era but possibly a new age, the Aquarian age, where sophisticated technologies including information technologies will enjoy the highest premium and the nations which lag behind may be subjugated by a new technological imperialism." Excerpts

As the present century is coming to a close, one cannot but agree with the observation that advances in biomedicine during this century have produced greater impact on human health than all the cumulative knowledge since the dawn of history. A retrospective analysis, focussing only on the period since 1961 when the National Academy of Medical Sciences was registered in April and formally inaugurated by the then Prime Minister Shri Jawaharlal Nehru on the 19th December, indicates the tremendous progress in bio-medical sciences during our own professional life time. Only a few months prior to the inauguration of the Academy, the Nobel Prize had been awarded to Sir MacFarlane Burnett and Sir Peter Medawar in December 1960 for fundamental discoveries which laid the foundations of modern era of immunology. A year after the inauguration of the Academy, the Nobel Prize in 1962 was awarded to Crick, Watson and Wilkins for their epoch making breakthrough in the unravelling of the mystery of the double helix. Indeed, that decade can stand out in the progress of science as a period of momentous discoveries in immunology and genetics that set us on a new path

of diagnostic and interventional medicine. The decade that followed brought a quantum lead in the field of endocrinology with 1970 Nobel Prize shared by Axelrod, Katz and Von Euler for their work on humoral transmitters in the nerve terminals. Also Sutherland's classic work on cyclic AMP, providing an insight into the mechanism of action of hormones, was rewarded with Nobel Prize in 1971, followed by the Nobel Prize in 1977 shared by Guillemin and Schally for their work on hypothalamic release hormones and Rosalyn Yalow for the development of radioimmunoassay of peptide hormones. These fundamental advances received a complimentary thrust with the development of new technologies such as computer assisted tomography, aptly and promptly recognised with the award of Nobel Prize in 1979, and the characterisation of restriction enzymes widely used in molecular genetics bringing for Arber, Nathans and Smith the Nobel Prize in 1978. The present decade, as was expected, continues to maintain this momentum with organ transplantation recognised for Nobel Prize in 1990 and the polymerase chain reaction, a critical and vital input in the now

well established field of molecular biology, recognised with the award of Nobel Prize in Chemistry to Mullis in 1991.

Although the last four decades have been most exciting, the seeds for these developments were sown almost four centuries back. I believe that the early seventeenth century can be truly called the age of resurgence of scientific thought and experimental methods. It was the age of Galileo, Kepler, Harvey, Bacon and Descartes and constituted a continuum of the thought processes initiated by Vesalius and Fabricius. The essentials of scientific research were defined and efforts were made to demolish the barriers separating natural sciences. Nevertheless our total understanding of the molecular basis of medicine and indeed of the human structure and function has now reached a level of comprehension which was hitherto unknown. The final culmination of all this is the human genome project, and some of the recent work regarding cloning of human being.

Human genome project perhaps epitomises not only a continuation but possibly culmination of the present phase of technological revolution. We are moving fast towards the twenty-first century, which may not only usher a new era but possibly a new age, the Aquarian age, where sophisticated technologies including information technologies will enjoy the highest premium and the nations which lag behind may be subjugated by a new technological imperialism.

There are several issues which arise at this juncture but with the time at our disposal, I

shall confine myself to the most pertinent.

Firstly, as one of the main objectives of the Academy was the promotion of knowledge of medical sciences in India and its practical applications to problems of national welfare, how far the Fellows of the Academy have contributed, and can continue to contribute, to these advances and thus to the national self reliance, and how well can they fulfil the hope expressed by Shri Jawaharlal Nehru at the inaugural function in 1961 when he said :

'I hope the Academy would lay stress on the pursuit of research work and simultaneously ensure that high standards were maintained. Research was an inseparable part of any systematic pursuit of knowledge and therefore it is imperative that the quality should be absolutely first class.'

The second set of questions that arises in my mind as a physician is much more fundamental. How well have we translated the basic advances in bio-medical knowledge into their practical applications to problems of national welfare. As doctors, how far have we succeeded in fulfilling the expectations of the people, and in particular of our patients. Indeed, what are these aspirations? While these are questions related to what I call microethics, there are equally important issues in the context of macroethics. Broadly, these concern quality and equity of health care. We must remember that quality of health care is a multi-dimensional concept. It may be based on individual experience enabling the patients to exercise judge-

ment, it also has a professional and scientific facet which is assessed by the providers of health care; it has an economic dimension which is critically reviewed by the health planners, and it has a managerial component which is controlled by the health care managers.

Undoubtedly, every recipient wants nothing but high quality health care. Equally, we as health professionals who provide such care endeavour to respond by ensuring high quality service. These have been, and continue to be the determinants of doctor-patient relationship. However, the health planners and the community as tax payers also want to have value for money. How do we reconcile these seemingly divergent needs and wants? How do we measure quality of health care? What are the available means to improve poor quality of health care or any of its service components? And finally how do we justify allocation of substantial resources for effecting optimisation in the quality of health care for a few, at the cost of compromising the access to any health care by many? In simple words, how do we balance the trade-off between the acceptability of desired quality by an elitist group of paying patients and health professionals vis-a-vis the accessibility of a large segment of population to socially supported health services with emphasis on social equity of health care.

May I submit that the present concept of quality as synonymous with technological excellence and therefore resting entirely in the hands of competent professionals cannot and must not take precedence over the perceived needs of the community and a value judge-

ment of patients with regard to the availability of at least basic health care service, absence of which reflects the inadequacy and inequity in the provision of such services. We must therefore balance the wish list of professionals on one hand and that of the want list of patients, the community and the population on the other.

A natural corollary to this discussion is the question: What is the want list of patients? Do the patients want their treating physicians to be highly skilled technologists connected with the information superhighway so that the latest and the best can be made available in terms of patient management? Superficially speaking, probably yes. Surprisingly, however, few patients seem to worry about the technical competence of doctors.

In a survey conducted in Britain, respondents did not emphasise technical competence of the physicians at the top of their want list. Possibly, it was assumed that any qualified doctor is competent. For whatever reason, most respondents wanted a doctor who would listen, a doctor who could analyse their problems; and most importantly the majority of respondents wanted an opportunity to meet the same doctor every time. This continuing doctor-patient relationship is based on mutual trust and confidence. As Sir James Spence stated in his classical monograph on the Purpose and Practice of Medicine, "the essential unit of medical practice is the occasion when, in the intimacy of the consulting room or sick room, a person who is ill, or believes himself to be ill, seeks the advice of the doctor who he trusts. This is the consultation, and all

else in the practice of medicine derives from it' Trust indeed, is the key word.

Over the years, in spite of the fact that there is a growing belief that ethical standards are declining and therefore an apprehension that peoples' trust in the doctors is being eroded, a recent survey in Britain indicated that about 80 per cent of the people trust their doctors compared with about 5 per cent who trust politicians. I am unable to predict with any accuracy the results of a similar survey in our country, especially at the present juncture. Nevertheless, it is axiomatic that the basis of any trust is essentially the rapport built through a two-way communication between the patient and the doctor. Indeed, if we look into the main reasons for which the patients sue their doctors, a study in the United States which incidentally is considered the most litigious nation in the world, revealed that the primary reason was not the medical injury itself, but the failure of communication. Patients sue because they were either treated with contempt or condescension, or excluded from essential information and decision making. What was more revealing was the observation that the vast majority of patients who indeed experienced medical injury and negligence never sue their doctors. This may be because these patients trust their doctors and value their relationship which is personal, caring and respectful. As noted medical educationist Eric Cassel observed: "All medical care flows through the relationship between physician and patient, and the spoken work is the most important tool in medicine". I must confess that this art of communication is least un-

derstood and practised by the hospital consultants, let alone being demonstrated to their students. No amount of technological innovation or revolution shall ever be a substitute for the doctor-patient relationship built on mutual trust and sound communication. No amount of technology can ever be a substitute for trust, nor should we ever let technology dehumanise medicine.

To conclude, I must state that like some of you I am equally excited about the two achievements of the human intellect which crown the current decade of the century. Quantum Cosmology, the new science of the universe, and Neuroscience, the science dealing with processes and molecular interactions that govern brain function. Indeed, Quantum Cosmology generates the awareness of our beginning; Neurosciences, in contrast, unfold our

future potential and therefore project the ultimate in human destiny.

Irrespective of whatever cognitive quantum leaps may be made in the Aquarian age, the physician of the twenty-first century shall continue to orchestrate with the melody of molecules, shall remain avidly attached to the music of mathematics, and shall get increasingly involved with the cosmology of computers. While doing so, his inherent capacity to develop an inner vision and in-depth perception, must go beyond the hitherto known frontiers of biosciences. Indeed, this is where the sublime art of medicine surpasses the narrow confines of the biofrontiers of the science of medicine. This is when a physician attains the divine gift of healing. Yet, how many strive for both? And how few achieve either!

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**(Indian Council Of Medical Research)
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Qualification: B.Sc with Zoology or Biology as one of the subjects or M B B.S or B.V.Sc or B.Sc. MLT (I class for Open General; II Class for SC/ST; Class not insisted for nominated candidates, subject to their clearing the screening test).

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DIRECTOR

Varsity-IGCAR-Industry Consortium

A consortium comprising the Indira Gandhi Centre for Atomic Research (IGCAR), Kalpakkam, Universities and industries in the southern region is proposed to be set up in Madras for promoting a strong multi-lateral cooperation among the three constituents

The consortium will aim at fostering close interaction among the constituent units to build a strong and inter-dependent S and T community, disseminating the expertise and technologies accumulated in IGCAR and in the Universities to the needs of the industries and society at large, harnessing capabilities of industries to specific needs of major national R & D projects, and designing and developing novel curricula/courses in areas like material science and engineering and environmental sciences

Initially the Madras University and the IGCAR have decided to form a structure for the proposed consortium, to be called the Universities, Industries and Department of Atomic Energy Consortium (UNIDAC). Its activities will include establishment of science and technology window, a cyclotron as a multi-disciplinary research facility and an environmental sciences and technology laboratory.

The setting up of the consortium would involve a capital outlay of Rs.20 crores including land, buildings and research facilities. It will have a governing council as a policy making body with members from the DAE and the University.

UNIDAC's proposed technology window will provide a framework for information dissemination regarding technology developed by the DAE/Universities, enable industries to exhibit or solicit solutions to some processes and products, arrange interaction among experts of the constituent units and industry groups, and organise training programmes

A cyclotron and allied beam-line facilities for multi-disciplinary research will be one of the biggest components of UNIDAC. The estimated Rs 13 crore facility will stimulate growth of nuclear medicine and radio pharmaceuticals and use of radio isotopes for clinical use. A Cyclotron can be put to various uses including production of artificial radio-active material

The Environment sciences and technology laboratory will strive to develop technologies for environmental remediation, offer consultancy and analytical services in areas like public health, pollution control or environmental toxicological studies

Dalit Writings, Movements and Social Change

A National Seminar on Dalit Writings, Movements and Dynamics of Social Change was organised by the Departments of Sociology and English, University Arts and Science College, Kakatiya University, Warangal. The purpose of the seminar was to record and document how the Dalit writings and movements had been able to influence each other and how these two acted as

catalysts for change. The issues identified were. Caste System and the Indian Polity, Phule, Gandhian, Marx and Ambedkar Approaches; and Dalit Writings and Movements as Agents of Change

Inaugurating the seminar, Prof. Ramakrishnaiah, Vice-Chancellor of Osmania University, stressed the need for concerted efforts while approaching the Dalit issues. He complimented that this spirit was reflected in the themes of the seminar and congratulated the organisers for having taken the initiative in the right direction. Prof. Y. Vaikuntham, Vice-Chancellor, Kakatiya University, in his presidential address, traced the early writings in Telugu that shaped the Dalit consciousness

The inaugural session was followed by Panel lectures by eminent educationists. The lectures delivered were (i) Dalit Writings as Instrument of Social Change by Prof. K. Venkat Reddy, (ii) Philosophic Framework of Dalit Poetry with reference to Marathi and Telugu Poetry by Mr. G.Laxminarsaiah, (iii) Dalit Movements Past, Present and Future by Dr. Kancha Ilaiah; (iv) Caste System and the Indian Polity by Prof. Parmaji Sri Bojja Tarakam, and (v) Economic Agenda for the Dalits by Mr. B.S. Ramulu.

Prof. K. Enoch of S.K. University, Ananthpur, in his valedictory address indicated the Hindu myths and the Hindu gods as a fraud on the Dalits. He cautioned the Dalits not to fall into the traps of the Brahmanical order

The following resolutions

were adopted at the seminar:

1. Dalit-activists (both elite and unlettered people) be brought together on a common platform for mutual exchange of ideas and interaction.
2. The Dalit writers and activists from different parts of the country be brought under one umbrella.
3. Efforts be made to work in close collaboration with various Dalit organisations and to work out a viable Dalit ideology acceptable to all the Dalit activists and organisations
4. New Dalit-texts as an alternative to the Hindu/Brahmanical scriptures, epics and Smritis be constructed
5. A Dalit Academy of Arts and Literature at the National level be established
6. International Seminars be organised so as to bring together the Black, the Aboriginal and the Dalit intellectuals all over the world.

Eminent specialists from various walks of life—academy, law, journalism and a number of Dalit activists participated in the deliberations of the seminar.

Dr. MGR Medical Varsity Convocation

There will be an increase in the application of defence technology to develop live-saving medical products at affordable prices', said Dr. A.P.J. Abdul Kalam, Scientific Adviser to the Union Defence Ministry. He was delivering the Sixth Convocation Address of the Tamil Nadu Dr. M.G.R. Medical University in Madras recently. Dr. Kalam said the Society for Biomedical Technolo-

gy (SBMT), formed with the 'spin-off of defence technology as its basic strength', had, in less than three years, developed crucial products related to the provision of medical care such as an external cardiac pacemaker, an automated cancer detection device for mass cancer screening and a low-cost cardiac stress test system.

In addition to the technologies for these systems which had been transferred to industry for production, the laboratory system of an eye laser 'Drishti' and coronary catheters were under clinical validation. The Jaipur Foot for polio-affected children was made 'ultra-light using an advanced composite material that goes into making missile nose cones'. These developments would be enlarged for 'launching indigenous development of hollow-fibre dialyser, coronary stents, drug delivery implants and microprocessor-based in-canal hearing aids', Dr. Kalam said

Stressing the importance of 'adopting a holistic approach and an ecological concept of health that meets the need and suits the living pattern' of the large masses of the country, Dr. Kalam said 'we owe a lot to the faceless common man of our country'. In this regard, he proposed an 'Integrated Health for All' mission 'to develop the small step of SBMT into a leap forward' which required the support of medical institutions and industries.

An important element of the six-point charter of the mission was the networking of medical universities, institutions, R&D laboratories, industries and social organisation in key areas on assistance to the handicapped and disabled. The other goals include the launching of awareness-cum-

prevention programmes to check the growing incidence of Tuberculosis and cancer, creating a nation-wide cold-storage chain for polio and other temperature-sensitive vaccines, conducting hospital-linked diploma level courses on clinical technology at the State Technical Education institutions, establishing an industry-supported system for maintenance and upgradation of medical equipment and production of selective assistance devices such as hearing aids and medical consumables such as electrodes and leads

Drawing the attention of the medical community and the fresh graduates to the gravity of the health situation in the country, Dr. Kalam referred to the draft report 'Health Care in India' prepared by the Technology Information, Forecasting and Assessment Council (TIFAC) which was evolving a technology vision for a period upto 2020

According to the report, nine lakh new cases of TB were emerging every year. At least 20 lakh people were infected with the Human Immuno-deficiency Virus (HIV), about 10 lakh persons were suffering from cancer, of which at least two lakh were related to tobacco consumption, more than 500 people in every one lakh of population died of coronary artery disease and more than 16 crore people were handicapped, half of whom were locomotive disabled, Dr. Kalam said.

Dr. M. Channa Reddy, Chancellor of the University, gave away degrees and diplomas to students and conferred the Doctor of Science (Honoris Causa) on Mr. Mallikarjun, Union Minister of State for Defence and Parliamentary Affairs, Dr. A.S. Thambiah,

Dermatologist, Dr. K.V. Thiruvengadam, Physician, Dr. S. Kameswaran, ENT Surgeon, Dr. Uton Muchtar Rafei, head of the Regional Office of the World Health Organization, Dr. R. Venkataswami, Surgeon, Dr. Siegfried R. Weller, German Orthopaedic Surgeon and Dr. P. Sudhakar Reddy, professor of medicine, University of Pittsburgh.

Dr. (Major) D. Raja, Vice-Chancellor, said the 'unprecedented expansion of knowledge' in health sciences within the past decade had brought about 'a massive growth in the quantity and major changes in the nature of bio-medical information, materials and publication'

The University was upgrading its facilities consistently to provide better services to the medical community, he said

Multi-lingualism : Creative Translation

The Department of Comparative Studies, Telugu University, Hyderabad, recently organised a symposium on 'Multi-lingualism. Creative Translation'. The purpose of this symposium was to emphasise the growing relevance of literary translation in the multi-lingual background of India as well as to systematise literary translation as a method of comparative literature

Prof. Nayani Krishna Kumar, Vice-Chancellor of Telugu University presided over the seminar while Prof. B.H. Krishna Murthy, former Vice-Chancellor of Central University, Hyderabad and an internationally reputed scholar in the field of linguistics, was the Chief Guest. Prof. Indernath Choudary, Secretary of Central

Sahitya Akademi, delivered the Keynote address.

Prof. G. Lakshminarayana, convenor of the symposium and Head, Department of Comparative Studies, in his welcome address, elaborated on the role of literary translation in the field of comparative study and gave details of the various translations, projects undertaken by the Department of Comparative Studies in the area of Indian literature.

Prof. Krishna Kumari, in her presidential address, referred to the linguistic implications of translation and the contribution of Telugu University in the field of literary translation. Prof. Krishna Murthy gave an elaborate analysis of the theory of translation. He spoke of the issues involved in scientific translation and literary translation. He elaborated on the methods of translations among Indian languages and translation of an Indian language and a foreign language. He emphasised on the problems arising out of cultural differences, citing examples from English translations of Telugu texts.

Prof. Indernath Choudary, gave an indepth analysis of the multi-lingual status of India and its impact on translation studies. He felt that India had not fully succeeded in getting rid of the colonial hangover and hence the predominance of English. He disagreed with the Western scholars' opinion that multi-lingualism created disunity, and stressed that multi-lingual situation, in fact contributed to the unification of the diverse elements in India. He gave an account of the contribution of Central Sahitya Akademi in enriching creative translations in India. He was critical of the Indian translators who al-

ways tried to please the Western reader

Prof. Bhimsen Nirmal, retired professor of Hindi and one of the most distinguished translators of Andhra Pradesh in Telugu-Hindi translation, gave a minutely detailed account of the problems faced by translators. He narrated his own experience in translating from Hindi to Telugu and vice-versa and how he had to coin new words and phrases to carry out the desired effect. He felt that translators, by their innovations in language, contributed immensely both to the source language and the target language. He emphasised that the translator should always try to preserve the idiom of the target language, without sacrificing the authenticity of the source text.

Prof. Tirumalesh of CIE & FL, Hyderabad, felt that translations should aim at arousing enthusiasm of the reader of the target language regarding the culture of the source language. According to him, translation need not change the idiom to suit the target languages but should, in fact, preserve the originality of the source. Prof. Sayyada Jaffar, an eminent Professor of Urdu, University of Hyderabad, lauded the role of creative translations in enriching the literature of a multi-lingual nation.

Prof. C. Subba Rao, Vice-Chairman of the State Council of Higher Education, while accepting the value of translation, emphasised that all literatures had certain memorable texts which, though not translated, nevertheless, contributed to the greatness of the language. Though creative translation was extremely important for the growth of a literature, he said, a text did

not lose its greatness just because it could not be translated.

Sri Guntur Seshendra Sarma, a Telugu poet, wondered whether the present translations from Telugu were really representative of Telugu literature. He said that there was a need for selection in translating texts, as opposed to the random translations that were going on now. Indira Dhanrajgiri expressed her disappointment at the low market for translations. She wondered how a writer could take to translation when he was not even sure of its publication. She wanted the government and other authorities to take up this issue — the publication and propagation of translations seriously.

The symposium asserted that creative translation played a major role in unifying the diverse elements of a multi-lingual nation. Though translated literature had a limited market, it was encouraging to note that translation work in India was gaining momentum and was now being accepted as a genre on par with creative literary genres.

Interdisciplinary Institute on Equity and Development

The Department of Rural Economics and Department of Social Anthropology of the Gujarat Vidyapith jointly organized a three week's Interdisciplinary Institute on Equity and Development. The objective of the Institute was to have a clear grasp of the prevailing situation regarding the relation of equity with development. Dr Surandrabhai Patel, an eminent Economist with the UN system and Dr. Krishna Ahooja Patel, an eminent Social Scientist with ILO conducted this

Institute as honorary directors.

Inaugurating the Institute Prof Ramlal Parikh, Vice-Chancellor of the Gujarat Vidyapith, pointed out that development was incompatible with malnutrition and sustained poverty. He emphasized that the great disparities and inequality in development process were creating problems than solving them. He urged that it was necessary to have a clear grasp of the close interrelationships between the economic and social development. Without understanding this complex nexus, he opined, it would not be possible to comprehend the relationships of equity and development.

The Institute was devoted to three sub-themes. (i) Learning from the past; (ii) Our world in crisis; and (iii) To build a better world. Under each of these sub-themes talks and discussions were organized on a variety of topics revolving round the historical perspective of inequality resulting in social and political tensions which tended to tear the very fabric of the societies of developing nations. The topics discussed at the Institute included: Three Faces of Progress: Development, Equity and Peace; Development and Social Conflicts; Inequality, Discrimination and Disempowerment; Wars, Depressions, Revolution and National Liberation; Human Rights, Welfare States and the United Nations; The Aging of Ideologies: Capitalism and Socialism, Beijing and Beyond: A New Social Revolution; Social Stratification in India; India Adrift: Search for New Development Paradigms, Uruguay Round, the South and UN; Repairing Environmental Damage; Towards the Third Millennium: The Search for New Ide-

ologies; Gandhiji's Teachings: Their Significance for the Future; and The World We Want.

The concluding session of the Institute was devoted to the issues related to women's development. In his valedictory address, Prof Ramlal Parikh, Vice-Chancellor opined that increased and sustained efforts were needed to integrate women's issues in development. He strongly felt that women continued to be still in the backyard of the planning and development process. Drawing pointed attention of the participants to certain target areas of development, such as health, food, housing, education, population planning, etc he stressed the need to assess the specific needs of women in adapting to technological change and as agents of change.

The programme attracted wide attention among the teachers, students, researchers and other educationists of different educational and research institutes of Ahmedabad.

Agra Varsity Convocation

The Deputy Chairman of the Rajya Sabha, Dr (Mrs) Najma Heptulla, called for greater interaction between industry and academia and more sustained efforts for the promotion of girls' education. She was addressing the 67th convocation of Agra University, now renamed Dr B R Ambedkar University. She said the universities should be tributaries to a larger society, not sanctuaries from it. While industry should utilize the research work conducted at universities, the academia should also prepare itself to meet the demands of industry. On its part, industry

should realize its responsibility towards higher education.

Calling for excellence in education for competition with the rest of the world, Mrs Heptulla said there was need for education to respond to the demands of society. It should anticipate the trends and also set the direction for a future society.

She said the new technological revolution had democratized society and power had been delivered on tabletops through micro chips. Yet, training was required to cope with the challenge of sophisticated technology. The need would be to build a scientific temper to cope with newer developments. Secondly, there was need to marry the scientific temper with a system of humane values. This would help to channelize the scientific endeavour into constructive and peaceful areas. Also, the Indian traditions of *tyaga* and *sewa* (sacrifice and service) should imbue the scientific temper.

Mrs Heptulla stressed the need for job-oriented courses in universities and the development of indigenous technology for the strengthening of the nation's economy in the international economic context.

Drawing a distinction between education and literacy, she said it was the quality of mind that distinguished an educated person from a literate one. An area that needed attention was girls' education, which was not "taking off as it should", she said.

At the convocation Mrs Najma Heptulla, was awarded the degree of D Sc (Honoris Causa). Dr. H.S. Asopa, a renowned surgeon, Kaifi Azmi, the Urdu poet, Dr Gopal Das Neeraj,

the Hindi poet, and the former Union Minister, Mr Vasant Sathe, were awarded the D. Litt degree (Honoris Causa).

Raising Standards in Indian Languages

The National Subject Panel on Indian Languages of University Grants Commission, at one of its recent meetings held in New Delhi, called for raising the academic, intellectual and educational standards in higher education of the country in the sphere of Indian Languages. It also decided to take up the important issue of considering all India standards for syllabi and teaching. The Panel not only identified Indian Languages but emphasised the need to provide financial assistance for implementation of programmes like preparation of basic tools for electronic media, comparative literature, inter-disciplinary approach, Tagore and Gandhi Studies, Dalit Sahitya, dialectology, preparation of papers on specialised aspects of teaching and research, translation study, historiography, classical emotional literature and languages, folk literature, poetics, manuscriptology and lexicography, preparation of status reports in special languages like Punjabi, Urdu, Marathi, Kashmiri, Gujarati, Tamil, Telugu, Malayalam, Kannada, Bengali, Sindhi, Oriya and Assamese.

National Seminar on Bibliometric Indicators

"Awareness of the scientists and users about the potential of bibliometric indicators is low" observed Prof. A. Gnanam, Vice-Chancellor of Pondicherry University and President, Association of Indian Universities while de-

livering the keynote address at the National Seminar on Progress in Bibliometric Indicators held at Annamalai University, Annamalai Nagar. He said that the need of the hour was to popularise the use of literature based bibliometric indicators for scientometric and science policy purposes. Dr. V. Gomathinayagam, Senior Dean, Annamalai University, who inaugurated the seminar, highlighted the wide range of applications of bibliometric indicators. Dr. P. Pichappan, the seminar Director explained the scope of the seminar.

The seminar stressed the need for creating and maintaining up-to-date comprehensive bibliographic and other statistical databases for providing readymade data for use in deriving bibliometric indicators. It also called for a coordinated research effort to develop bibliometric research/studies. It suggested that studies of bibliometrics should be included in the curriculum. The seminar exhorted the agencies like UGC, DSIR, DST, etc to give proper emphasis on bibliometric studies and research and use of bibliometric indicators.

Seminar on Economic Reforms

A seminar-cum-lecture session was recently organised by the Hilton School of Management of the Institute for Social Sciences and Research, Vellore on "Economic Reforms — Looking Ahead". Dr. S. Shanmugasundaram, Prof. & Head, Madras University PG Extension Centre, Salem, who presided, narrated the salient features of economic reforms in India calling it as an LPG approach i.e. Liberalisation, Privatisation and Globalisation.

He traced the origin of economic reforms and their sustainability for better India. He said that the structural adjustment of the economy was initiated by Shri Rajiv Gandhi. This had led to the change in the orientation of economic reforms from being social to economic with a hope that economic striving would lead to social well-being.

Dr K. Padmanabhan, Prof of Economics, Sacred Heart College, Tirupathur, highlighted the bad elements like corruption and black money plaguing the economic growth system. He also debated the liberalisation priorities. Liberalisation, he asserted, should not lead to erosion of our resources. Dr P Jagadish Gandhi, Prof of Economics, Voorhees College, made an attempt to enlighten on the factors currently proposed for economic reforms and their future course. The student participants from the School of Management, ISSR, traced the economic reforms and development in all sectors of the economy as they analysed the performance with current statistics. Prof. Gandhi assured the participants that the capital investment being the indicator for stable economic growth, the Mexican crisis would not occur in India.

Translation and Comparative Literature

Prof. Indra Nath Choudhuri, Secretary of the Sahitya Academy, delivered a series of two lectures on "The Role of Translation Science in the Study of Comparative Literature" at the Hindi Department of Gujarat Vidyapith in Ahmedabad recently. "In India", he said, "we have got many languages whose literature is very rich. Through Hindi, we can ap-

preciate and understand the rich traditions of Indian literature. Translation is such a media through which all the Indian languages can flourish. Indian literature can be studied in its original language or through translation."

Prof. Ramlal Parikh, Vice-Chancellor, who presided, said we could understand composite culture of India through mutual interaction of Indian languages. Translation was the best media for this. The mother-tongue accompanies National Language Hindi which had a pivotal role in this. The medium of understanding world literature should be one's own mother-tongue, he added.

Orientation Programme on Examination Reforms

The Examination Reforms Unit of the South Gujarat University, Surat, organized 'Orientation Programme on Examination Reforms' for the teachers at two affiliated colleges, namely, J Z Shah Arts H P Desai Commerce College, Amroli (Surat) and M R Arts & Science College, Rajpipla. These programmes were aimed at making the newly appointed teachers in the colleges aware of the various concepts of Examination and Examination Reforms. The teachers were oriented on the concepts like Taxonomy of Educational Objectives, Question Bank, Better questions and Question papers and various types of objective type items. Issues related to Examination/s were also discussed.

The participants said that such programmes were very useful and necessary to update them in their profession of teaching. In all 64 teachers participated in

these two programmes.

Bhakti Movement for Present Day

Prof. V. Ramakistayya Vice-Chancellor of the Osmania University released the two books published by the Research Foundation for Devotional Studies in Hyderabad recently. Speaking at the occasion he appreciated the message of Bhakti Movement and said that it was an all India Movement which was a great contribution of South India. The message of Bhakti Movement might help us in solving the present day problems, he added.

Prof B Rama Raj Ex. Dean, Faculty of Arts, Osmania University said that the research work which was being done at the Research Foundation would give a new direction to study and research of the devotional literature.

Prof R K Pandey, Director of the Institute, informed that from the Academic year 1994-95 a Ph D Course in Devotional Literature had been started.

WRIC Training Programmes

A two-week training programme on "Electronic and Analytical Instruments" is proposed to be organized jointly by Western Regional Instrumentation Centre (WRIC), Mumbai and USIC, H.N.B Garhwal University, Srinagar (Garhwal) on May 13-25, 1996 for teachers of colleges affiliated to Garhwal University. Prof B.S. Semwal, USIC, H.N.B Garhwal University, will be the Programme Convenor.

The Centre in collaboration with Physics Department, Shivaji University, Kolhapur, also propo-

psers to organize a two-week training programme on "Micro-processor Interfacing and Introduction to Microcontrollers" at Kolhapur on June 3-15, 1996, for teachers of Physics/Electronics and USIC personnel. Dr S R. Sawant, Shivaji University, will be the Programme Convenor.

Further details may be obtained from respective convenors of the programmes.

New Courses at HPU

Himachal Pradesh University proposes to introduce bachelor's degree in journalism and music and diploma in marketing management and computer science through the International Centre for Distance Education

and Open Learning (ICDEOL) from the coming academic session. This was revealed by the Registrar, Mr C.R.B. Lalit, in Shimla recently.

Satyajit Ray Chair

Noted historian and expert in Mughal and Rajasthani art, Dr. Ashok Kumar Das, is reported to have been appointed head of the newly-instituted Chair dedicated to the memory of the late filmmaker Satyajit Ray at Visva Bharati University in Shantiniketan, West Bengal.

Dr. Das, a former Director of the Jaipur Palace Museum, said that he would pursue further studies in Mughal and Rajasthani art at Shantiniketan

vation of flowers and vegetables in all the different agro-climatic regions of the state had brightened.

The Vice-Chancellor said that to involve the farm women and unemployed youths in taking up the cultivation of flowers and fruits, short and long term training programmes had been initiated at all the Krishi Gyan Kendras (KGKs) and Vigyan Kendras (KVKs) located at almost all district headquarters of the state besides its main campus at Hisar.

HRD in Agriculture

"India can still achieve newer heights in agricultural production with little attention towards human resource development in agriculture", observed Dr. H.M. Eisa of World Bank. He was speaking at the valedictory function of an Induction Training course organised by the Chaudhary Charan Singh Haryana Agricultural University under the Agriculture Human Resources Management Project of the World Bank. He said the efficiency of Indian Agricultural Scientists was beyond doubts for with the speed India had witnessed green revolution was pointer towards their zeal. However in view of the changing needs and pressure of ever increasing population, the scientists should not sit complacent with the achievements of the past but they should be more cognizant of the changing scenario.

Dr. Eisa also stressed the need of involving farmers who were end users of the technologies being developed by the agricultural scientists, in such training programmes

The objective of the training

News from Agricultural Universities

Seminar on Horticulture

Mr Mahabir Prasad, Governor of Haryana, laid the foundation stone of Krishi Vigyan Kendra (KVK) of Chaudhary Charan Singh Haryana Agricultural University (CCSHAU) at village Damla recently. Presiding over a seminar on Horticulture at University's Regional Research Station, Buria, the Governor appealed to the farmers to adopt commercial farming and make the state leader in foodgrain production. He said that though he had ever been impressed with the multi-faceted progress of Haryana state yet during his six day tour of the state, he was deeply impressed with the bumper standing rabi crops grown by the toiling and receptive farmers.

Complimenting the research and extension support provided by the scientists of the university, the Governor said that develop-

ment of more than 120 high yielding and disease resistant varieties of cereals, crops, fruits and vegetables was the key factor making Haryana a surplus food producing state

He, however, expressed concern over the deteriorating environment and appealed to the farmers, scientists and officials of the State Department of Horticulture and Agriculture to begin all their functions and ceremonies by planting, at least a sapling of tree as it was the key to the solution of the problem of pollution.

Dr S Arya, Vice-Chancellor, in his welcome address, disclosed that new researches had been initiated on traditional and non-traditional flowers at the university. With the encouraging research results received so far, said Dr. Arya, hopes of commercial culti-

was to equip the participants with techniques in research project formulation and management and to develop skills in organisational behaviour for high motivation, team work and conflict resolution. They were also oriented in the university administrative procedures and university service rules

Dr S. Arya, Vice-Chancellor,

who presided, said that the university had made this course compulsory for the newly appointed staff members for clearing probation period and promotion purpose. Speaking on the achievements of the Academy, he said the day was not far when it would emerge as the best academy of agriculture human resource development.

News from UGC

Countrywide Classroom Programme

Between 22nd April to 30th April, 1996 the following schedule of telecast on higher education through INSAT-ID under the auspices of the University Grants Commission will be observed. The programme is presented in two sets of one hour duration each every day from 6.00 a.m. to 7.00 a.m. and 1.00 p.m. to 2.00 p.m. The programme is available on the TV Network throughout the country.

1st Transmission

6.00 a.m. to 7.00 a.m

23.4.96

"Qestion Time"

"Wooden Imprints : Block Printing"

"Prawn Farming - III: Science of Prawn Farming"

25.4.96

"Silver Magic - Part II"

"Teaching through Media - Part II"

"The New Narrative of Latin America - Part I"

27.4.96

"Pi- An Unending Story in Mathematics"

"Law Power and Gender"

"Learning from Nature - Part I: Neglected Nectar"

28.4.96

"Design - Part IV : Education"

"Indigo - Dyed Fabrics"

"The Week Ahead"

30.4.96

"Study of Damping in a Harmonic Oscillator - 1"

"Archais Scripts of the World"

"Hibiscus Rosa Sinensis"

IInd Transmission

1.00 p.m. to 2.00 p.m

22.4.96

"The Week Ahead"

"Human Resource Development - Part 5: Training"

"Jute - Part I: The Friendly Fibre - Part I"

23.4.96

"Sculpturing"

"Ways of Thinking - SEP - Part 7: Everybody Says"

"The Gene Story"

24.4.96

"Electromagnetic Compatibility"

"The Great Encounter - Part II: Victoria Ocampo and India"

"Aquatic Fungi"

25.4.96

"E-Mail"

"Optical Properties of Minerals in Transmitted Light - Part II"

"Literature and Society - Part 3: Renaissance - View of Women"

26.4.96

"Transformation Geometry"

"We the People - Part 6 The Indian Federation and Pluralism"

"Nature's Child Aadivas"

27.4.96

"Irshad Panjatan - Part II: The Man of Profound Silence"

"Perspective on Mountain Tourism - Part II: Impact and Implications"

"How to face an Interview - Part 1"

28.4.96

"No Telecast"

29.4.96

"The Week Ahead"

"Human Resource Development - Part - 6 Human Resource Management"

"Jute - Part 2: Making it Work"

30.4.96

"Ways of Thinking - SEP - Part 8: The Maps that the Mind Creates"

"Cell Transfer in Embryos"

Hindi Telecast

प्रातः 6.00 से 6.30 बजे तक

22.4.96

"चोला मंदिर चतुर्थ - भाग - 2"

23.4.96

"एलीफेंट कट्टी"

"असंगठित महिला श्रमिक"

26.4.96

"रेगता याट रेसिंग"

"ग्रामीण आवास समस्या"

29.4.96

"मदर डेयरी द फाउन्टेन आफ ग्रोथ"

"हैरिटेज आफ तन्जवूर-सरस्वती महल"

News from Abroad

World Academic Database

The International Association of Universities (IAU) proposes to introduce the World Academic Database on CD-ROM in support of university co-operation. The Database contains information from over 170 countries. It combines the information on higher education institutions, traditionally collected for the *International Handbook* and the *World List*, with information on national systems of education. In addition, it contains indepth information on institutions, systems and academic qualifications, generated through TRACE, the International Higher Education Information System, from, at present, 23 countries.

With this, it will become even easier for all concerned to find the right contact in the world of higher education and academic co-operation.

With the rapid spread of new information technologies, institutions increasingly inform through their home pages on Internet. The added advantage of the World Academic Database is that it provides standardized information which may be compared and cross-referenced. It also provides information on countries and in-

stitutions which are not in the forefront of electronic technology and information delivery.

The new World Academic Database allows to find out about higher education systems and degrees in faraway countries, and indicates how to find further information and contacts.

Distance Learning — A Development Strategy

The Association for International Education, International Council for Distance Education in cooperation with the Russian Federation State Committee for Higher Education and Ministry of Science and Technical Policy of the Russian Federation, proposes to organise the Second International Conference on Distance Education in Russia (ICDED '96) on July 2-5, 1996 in Moscow (Russia). The theme of the conference is "Open and Distance Learning as a Development Strategy".

The ICDED '96 is being organized to foster cooperation among educational institutions and to encourage integration of the Russian educational system into the world's community. It will focus not only on applications of mod-

ern information technologies in education and on the latest achievements in creating better educational environment, but also on the pedagogical aspects of the new learning environments, as well as on the globalization process in education and training. The Conference will become a site where educators from all over the world can meet, discuss current issues and exchange professional experiences.

The main topics proposed to be discussed at the conference include Open and Distance Learning (ODL): Defining the Development Strategies, Developing the New Learning Environments, and Developing an Educational Program.

Further details may be obtained from Mr. Alexander N. Gruntsev, Chair of the ICDED '96 Secretariat, Programs Director, Association for International Education, O.O. Box 775, Moscow, 117419, Russia.

Cunningham Memorial International Fellowship

The Cunningham Memorial International Fellowship, sponsored by the Medical Library Association (MLA), USA, gives health science librarians working outside United States and Canada an opportunity to broaden their professional experience and skills by visiting health sciences libraries in these countries. The Fellowship offers valuable personal and professional rewards, with recipients bringing back new perspectives and expertise to their institutions. Each year's Cunningham Fellow works in US

or Canadian libraries for four months and receives a stipend of \$3,000 for living expenses (\$750 per month) and upto \$1,000 for approved travel within the US and Canada. The to and fro travel cost from the country of the applicant and the US or Canada is to be paid by the fellow or his sponsoring organisation.

The applicants must have a master's degree in library science or its equivalent. He should be working in a health sciences library in his country of origin and not be a former Cunningham fellow

The Cunningham Memorial International Fellowship program includes observation and supervised work, a limited amount of travel, and an opportunity to attend continuing courses at the

annual meeting of the Medical Library Association.

Further details may be obtained from the Professional Development Department, Medical Library Association, Suite 300, Six North Michigan Avenue, Chicago, Illinois 60602-4805, USA.

ICDE World Conference

The 18th ICDE (International Council for Distance Education) World Conference will be hosted by the Pennsylvania State University on June 2-6, 1997. The theme of the conference is "The New Learning Environment . A Global Perspective "

The topics proposed to be discussed include. The Changing Technological Environment, The New Educational Paradigm, Technology, Education, and Sus-

tainable Development; and Opportunities for international Cooperation.

The interest areas within the above themes include Primary Through Secondary School Applications; Technology Application and Emerging Technologies; Research and Evaluation in Distance and Open Learning; Distance Education in Developing Countries; Organizational Issues Faculty, Infrastructure, Institutional, and Regulatory Policies, Pedagogical Issues; Promotion and Marketing Strategies; Partnerships and Alliances, Workplace Training and Education, and Student/Learner Support

Further details may be had from Mr Gary Miller/ICDE 97, The Pennsylvania State University, 211 Mitchell Building, University Park PA 16802-3601, USA

JUST RELEASED

STAFF DEVELOPMENT IN INDIAN UNIVERSITIES

With rapid changes taking place in the higher education scenario, both the teaching and non-teaching staff working in institutions of higher learning need to be periodically reoriented and updated on various developments. There are Academic Staff Colleges in selected universities for providing orientation programmes and refresher courses to the academic staff. But less than ten universities have institutional mechanisms to train the non-teaching staff of universities

Training of non-teaching staff of universities, including the senior administrators, is a recent phenomenon in Indian universities. The Association of Indian universities has, however, been engaged in training the university administrators regularly. The book contains articles on various aspects of university administration and management.

Price: Rs. 250/-

Please address enquiries to

Deputy Secretary (Publications)
Association of Indian Universities
AIU House, 16 Kotla Marg,
New Delhi-110002.

BOOK REVIEW

Social Equality Through Legislation

A.P. Barnabas

Krishna Gupta. Social Equality and The Indian Constitution. New Delhi, S. Chand and Co., 1996. Pp. 354. Price. Rs. 400.

Democracy is based on the concept of human dignity and hence equality of all. The liberal democratic traditions of the West have been operationalised through adult franchise, equal opportunities for education, for employment, access to public services and equality before law. The slogan "from log house to the White House" in a sense epitomises the democratic dream. "Egalitarian ethos pervades the democratic thinking of the 20th century." The dimensions of "equality" have been expanding.

The leaders of the freedom movement (Gokhale, Tilak, Gandhi) were imbued with the desire for equality — political, social and economic. There were others who were more concerned with social reform — (Ranade, Ram Mohan Roy, Vidyasagar, Vivekananda, Swamy Dayanand) Phule and Ambedkar fought for social justice for the down trodden.

The author says "The primary concern is to study the concept of equality, particularly its social dimension." There is also a critical analysis of the constitutional provisions for attaining equality. The book is a scholarly effort. The perspective of the study is described in Chapter I. The other

chapters deal with: Evolution of the concept of equality, Nature of Indian society, Freedom struggle and ideas of social equality, Judiciary as an instrument of social justice and social legislation. The last chapter (VIII) is given to Conclusions and suggestions.

Articles 14-18 of the Constitution: chapter on Fundamental Rights refer to various provisions for equality. There are also the Directive Principles. However as mentioned in the foreword the dilemma is "Hardly any other constitution has gone into such elaborate details in regard to the question of equality. And yet the realisation of the social equality still remains unfulfilled while widespread caste, gender and class inequalities even after forty eight years since independence are stark realities".

There are many factors which could explain the fact there has been no real social revolution.

Social inequality is inherent in the Indian social structure "rooted in the hierarchical caste system" and patriarchal family system is a model of graded inequality sanctified by religion. The traditional social system subjected certain sections (untouchables, women) to extreme social discrimination and disabilities. It has been difficult if not impossible to break the tradition. Social discrimination continues in spite

of social legislation.

Questions have been raised as to the effectiveness of the constitutional provisions in bringing about a new social order. The author says "certain glaring omissions made in the constitution prove that the framers were hesitant to take a clear stand on important issues. Directive principles which are non-justiciable, reflect that only secondary importance was attached to the concept of socio-economic equality. ... How could a claim to build a just social order merely on the basis of political freedom and a system of reservation which only provides superficial remedies and not a permanent solution, be justified". Further the framers of the constitution felt that social provisions would make for social change but the "traditional social values, a conservative outlook and entrenched vested interests have been impediments in the realisation of the social objectives. The lacunae in the constitution and vested social interests have meant the continuation of inequalities in the Indian society.

The reservations for various categories are based on social status and hence there is a perpetuation of social inequalities as specific groups have developed vested interests. This aspect, particularly the Mandal Commission report has been discussed in an appendix. Reservation has done little to improve the social status of the Scheduled Castes and Tribes ".....reservation policy has led to a clustering of benefits among the better off sections and has intensified class conflict. It has created a feeling of self deni-

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27 Pocket A-4 Kalkaji Extn.
New Delhi - 110019

gration amongst those classified as backward and a hopeless sense of despair amongst those who have been left out." Reservation was considered an instrument of social justice, but it has become a political game.

In a democracy based on human dignity, there is supposed to be respect for every individual

and opportunities for all to raise their social and economic status. In India while there is political freedom, economic equality and social dignity are still a far cry.

The book raises basic questions regarding the policies and commitment of those in power to a real social revolution. The book is for social scientists, particular-

ly political scientists, sociologists and constitutional lawyers. It would be good reading for policy makers and administrators — whether it will have an impact on them is doubtful. Their considerations are different from a rational and committed approach to social issues which the book presents. Therein lies the problem.

COMMUNICATION

Plagiarism in Excelsis

I read with interest Rekha Rana's 'Indian English Literature — a synoptic view' in *University News* (12 Feb. 1996). And I must say I was sorely disappointed and saddened if not down right infuriated or outraged. It appears that the catch lies in the subtitle — a synoptic view — for the whole article itself is nothing more than a large 'synopsis' of what other historians and critics have written about Indian writing in English, a mere hotch-potch of loose quotations torn from their respective contexts. In doing this Rekha Rana has flouted all the ethical norms of academic writing. Elementary decency demands that one acknowledge one's sources. But one finds the entire article embellished with unacknowledged quotations, with the solitary exception of Jawaharlal Nehru. This deviation into decency may either have something to do with a snobbish mindset that feels that we must always be straight with Nehru. After all he was our first Prime Minister, wasn't he? Others like Iyengars and Naiks — poor scholars — do not matter. Or it may be in keeping with the eternal laws of stealing; the houses of the great are rarely raided. Whatever the reason, a feeble attempt at atonement

is made when Rekha Rana, by way of summing up, pays a fulsome compliment to the invaluable work of the "illustrious trio" — CDN, Iyengar and Naik. But once again, in this very act of expiation, she commits the same sin. And this time, Dr. G.S. Balarama Gupta, is the victim of her mighty pen. For she not only borrows phrases like the 'critical triumvirate' and "illustrious trio" from Gupta's article on them in *Hindu* [11/12/1994] but also feels free to quote from it — without, of course, acknowledging her debt. A fine Indian version of robbing Paul to pay Peter!

Furthermore, the article literally bristles with innumerable errors of various kind. For instance,

(1) The title of Abbas's novel is misspelt [p.18]

(2) At the hands of Rekha Rana, the names of helpless writers undergo Ovidian metamorphosis, thus V.N. Bhushan becomes N.N. Bhushan and Shiv. K. Kumar becomes Shiv K. Sharma. [p.16]

(3) The article abounds in grammatical and idiomatic howlers. Here are a few instances.

(i) Ram Gopal Ghose (1815-

1868)... has been called as Demosthenes [p. 18]

(ii) He confined himself with limited use of ancient myth and legend, [p. 17]

(iii) Short story and tale are precursor of modern novel [p. 17]

(4) Premature judgements and sweeping generalizations which result, for instance, in the infelicitous, heterogenous yoking together of Vikram Seth and Shobha De as "successful writers of social fiction". Pray, what is "social fiction"? If it means fiction dealing with social issues, since when has De started getting concerned with them? "What's Hecuba to him and he to Hecuba?". Similarly, before certifying Seth to be a successful writer, would Ms. Rana like to take into account the fate of his antique piece — *The Golden Gate*?

This is enough, I think, to show that Ms. Rana's article is little better than a badly written essay by a graduate student or a hasty article by a journalist.

V.M Madge
Reader,
Dept. of English
Gulbarga University,
Gulbarga

Journals Received

Resonance — Journal of Science Education. Monthly (Indian Academy of Sciences, CV Raman Avenue P B. No 8005, Bangalore-560 080) Editor: N Mukunda Annual Subscription Rs 100/- (Personal) Rs 200/- (Institutional)

Resonance seeks to focus on such topics in the science curriculum that by common experience are difficult to teach and grasp. It is designed to meet the need for a medium of communication among students, teachers and practising scientists and thus enrich teaching and learning science. The inaugural issue (Vol 1 No 1, Jan 1996) carries series articles, general articles, feature articles, research news and book reviews. Amongst series articles are Origin (?) of the Universe by Jayant V Narlikar; Life Complexity and Diversity by Madhav Gadgil; Know Your Chromosomes by Vani Brahamchari; Know Your Personal Computer by S K Ghoshal, and Learning Organic Chemistry through Natural Products by N R Krishnaswamy. General articles are devoted to the Honeybee Dance-Language Controversy by Raghavendra Gadagkar and Fermat's Last Theorem by C S Yogananda. Feature articles deal with What's new in computers - Windows 95, Nature Watch - The Kokum Tree, and Molecule of the Month. By their very nature series articles and feature articles are continued in the subsequent issue (Vol 1 No 2, Feb 1996) wherein the general articles discuss Artificial Neural Networks, and Randomness and probability. In addition each issue has regular columns like Classroom, Think it Over, Reflections, Information and Announcements, and Books Received.

Edu Comm Asia Quarterly (Commonwealth Educational Media Centre for Asia (CEMCA) 52 Tuglakabad Institutional Area, New Delhi 110 062) Editor: K Ravi Kanth. Vol 1 No. 1, Dec. 1995

Edu. Comm Asia, the CEMCA newsletter on Education Technology, seeks to share experiences and pool

the existing expertise with regard to the emerging technologies for both pedagogical and economic reasons. The inaugural issue besides discussing the COL's information and communication technology programme and describing the objectives and activities of the Commonwealth Educational Media Centre for Asia (CEMCA) includes features like Spotlight on (Centre for Educational Technology and Media, Universiti Sain Malaysia), In the News, Recent Productions, Reports and Publications, Forthcoming Events etc.

Global Learning. Quarterly (Associations of Christian Colleges and Universities International Ecumenical Forum International Secretariat AIACHE Centre, 39, Institutional Area, D Block, Janakpuri, New Delhi 110 068) Annual Subscription \$ 50 (by Air Mail)

Global Learning seeks to be a channel of communication among associations, colleges, universities, individual educators and church leaders engaged in education service. Amongst others the following papers and documents go into the making of the inaugural number: Education for a New Civilization in the New Millennium. Ecumenical Partnership in Higher Education towards preparing Mankind for the New Millennium. Global Spirituality of Social Responsibility: 1996 — International year for the Eradication of Poverty; Barcelona Declaration on the Role of Religion in the Promotion of a Culture of Peace, and Beijing Declaration on Women's Development.

Herald of Library Science Quarterly (C-239, Indira Nagar, Lucknow-226 016) Editor: P N Kaula Vol 34 Nos 3-4, July - Oct 1995. Prof Kaula Seventyfirst Felicitation Number

Thus special number of Herald of Library Science published to felicitate eminent librarian, Prof P N Kaula on his 71st Birthday seeks to throw light on all aspects of his multi-faceted personality. A

festschrift was presented to Prof Kaula on his 71st birthday at a glittering ceremony presided over by Dr Karan Singh, former Union Education Minister in New Delhi on 9 February 1994. The contributors to this special number discuss the life and work of Prof Kaula and his outstanding contributions to the discipline of Library Science and the Library movement in India. His leadership qualities and teaching methodology find special mention. Other general papers featured in the special number discuss Marketing and Libraries, Library and Documentation scenario in Spain, Creativity and Information Services, and the Kanai Kan Project in Japan. Unesco Public Library Manifesto 1994 and the observations and recommendations of the IFLA Committee on International Cooperation in the field of name authority data are the other highlights of this highly informative special number.

The Journal of Indian Writing in English (JIWE). Bi-annual (Deptt. of English, Gulbarga University, Gulbarga 585 106). Editor: G S Balarama Gupta Annual Subscription Rs. 100, \$ 50, £ 20.

JIWE publishes creative writing in English — short stories, poems, playlets, essays in a lighter vein etc. — by Indians and critical articles on Indian writing in English by Indian as well as foreign authors. This present issue (Vol 24 No. 1, Jan. 1996) carries the papers *Staying On* at the Carnival; Paul Scot's Self Parody by Peter Childs; Feminism vis-a-vis Women's Dignity: A Study of Shashi Deshpande's *That Long Silence* by T Asoka Rani; Meditation, Mudra and Meaning in Charu Sheel Singh's Poetry by C B Kapoor; Poems by Prabhanjan K Mishra, Prasanta Das, S K Aithal, Vihang Naik and Prasannanshu; and a play, *The Desert of the Heart* by Mrinalini Sarabhai. Each issue also carries signed book reviews of about a score of new publications in Indian English literature.

THESES OF THE MONTH

A list of doctoral theses accepted by Indian Universities

PHYSICAL SCIENCES

Mathematics

- 1 Bharan Controlled random search optimization techniques and their application. Roorkee
- 2 Chaudhry, Jayprakash Ninu Regular and Noetherian semirings. Davanand, Rohtak
- 3 Christopher, R Applications of differential geometry to relativity and other topics in geometry. Karnatak Dr K S Amur, Prof (Retd), Karnatak University, Dharwad
- 4 Das, Ruchi Tarun Expansive homeomorphisms on topological spaces and G spaces Baroda
- 5 Hasmani, Abdulwahid Hanonbhai General dynamical equations for Dingle's space times Bhavnagar Prof J K Rao, Head, Department of Mathematics, Bhavnagar University, Bhavnagar
- 6 Leclaratnam, A Unsteady flow and heat transfer through porous medium in channels under prescribed discharge. Padnavati Prof G Sarojamma, Head, Department of Applied Mathematics, Sri Padmavati Mahila Visvavidyalaya, Tirupati
- 7 Mahto, Sahdeo Study of certain integral transforms of generalised functions. Ranchi
- 8 Mishra, Arun Kumar Profit evaluation of some redundant systems. Ravishankar Dr S K Singh, Reader, Department of Statistics, Pt Ravishankar Shukla University, Raipur
- 9 Mohammad Javed Improved strategies in sample surveys. PAU

Physics

- 1 Abbas Ali. Super conformal symmetry and string decay Utkal
- 2 Aggarwal, Sanjeev Studies on surface characteristics of nitrogen ion implanted austenitic stainless steels. Kurukshetra
- 3 Agrawal, Pragyesh Kumar A structural mechanical characterization of the polymer blend of poly (methyl methacrylate) and poly (chloro trifluoroethylene) exposed to various environments. Rani Durgavati
- 4 Ghanmath, J G Optical properties of molecular ions in single crystals Karnatak Dr A M Karguppihar, Department of Physics, Karnatak University, Dharwad
- 5 Nasra Neelofer Theoretical A-binding energies in hypernuclear states. AMU Prof M Z Rahman Khan
- 6 Ranganatha Rao, H N Studies of the equatorial thermosphere-ionosphere system Bangalore Dr U Hanumath Shastri, Prof, Solar Terrestrial Physics, Indian Institute of Astrophysics, Bangalore
- 7 Sehgal, Naresh Studies on some new three component ion exchange crystals. Bundelkhand Dr Madan Gopal Mishra, Lecturer, Department of Physics, Bipin Bihari College, Jhansi

Chemistry

- 1 Andrabi, Syed Muzaffar Ali Studies on molecular association. AMU Dr Pushkin M Qureshi
- 2 Azaz Ahmed, M A Potentiometric studies on the complexation of organophosphonic acids with bivalent metal ions. Osmania Dr Kashi Ram, Department of Chemistry,

Osmania University, Hyderabad.

- 3 Harjit, Jeena Determination of physical constants of metal extractants. Hydroxamic acids. Ravishankar Dr (Smt) Rama Pandey, Reader, Department of Chemistry, Pt Ravishankar Shukla University, Raipur.
- 4 Matin, Mohammad Abdul Oxygen heterocycles - synthesis and study of the biological properties of compounds related to precocenes. North Gujarat Prof G S S Murthi, Department of Chemistry, University of North Bengal, Raja Rammohanpur, Darjeeling
- 5 Mohinder Singh Formation and breakdown characteristics of enodic oxide films on metal. Dayanand, Rohtak
- 6 Paradkar, Leena Structural properties of some metal complexes of O-O and O-N donors Devi Ahilya Dr P V Khadikar, 3, Khanpura, Indore
- 7 Pankh, Kalpesh Suryakant Studies in complex compounds of nickel Gujarat Dr J D Talati, Principal (Retd), Arts, Commerce and Science College, Pilva
- 8 Ram Reddy, K Siddi Potentiometric studies on mixed ligand complexes of bivalent metal ions with substituted pyrimidines in solution Osmania Dr M S Reddy, Department of Chemistry, Osmania University, Hyderabad
- 9 Ramakrishnam Raju, K Studies on some chromogenic reactions of isoproturon and metoxuron and their applications. Osmania Dr U T Bhale Rao, Indian Institute of Chemical Technology, Hyderabad
- 10 Sindhimeshram, Dhanraj Chandrupi Studies on conducting organic polymers of substituted anilines. Nagpur Dr M C Gupta, Department of Chemistry, Nagpur University, Nagpur
- 11 Sreenivasa Rao, A Biotransformations in microheterogeneous media: Amino acid resolutions and synthesis of some biologically active peptides. Osmania Dr U T Bhale Rao, Indian Institute of Chemical Technology, Hyderabad
- 12 Vattakunnel, Felix Mathew Synthetic studies on lead (IV) acetate oxidations Studies on 1,2-carbonyl transpositions and related reactions and development of general methods for the synthesis of diaryl methanes and stilbenes from azines. NEHU Dr B Myrboh, Department of Chemistry, North Eastern Hill University, Shillong

Earth Sciences

- 1 Basant Kumar Regional tectonic study from analysis of the Bouguer anomaly over Aravalli Region, India ISM Prof B N P Agarwal, Indian School of Mines, Dhanbad
- 2 Chetti, S B. Hydrogeological studies in Hira Halla water shed Kushtagi Taluk, Raichur District, Karnataka Karnatak Dr K Gowdareddy, Department of Geology, Karnatak University, Dharwad
- 3 Gahalaut, Vineet Kumar On rupture zones and geodynamic processes of great earthquakes along the Himalayan convergent plate margin. Roorkee.
- 4 Hossain, Md Shohrab Geomorphological and pedological evolution of parts of Bangladesh plains Roorkee
- 5 Joshi, Anand Strong motion modelling of rupture plane along an identified probable causative fault. Roorkee
- 6 Lingadevaru, M Petrology and structure of the area around Kollegal, Southern Karnataka Bangalore Dr B

Mahabaleswar, Department of Geology, Bangalore University, Bangalore.

7. Parthasarathi Pillai, Ravi Bentonite deposits of Bhavnagar District, Gujarat State. Baroda

8 Singh, Pratibha Geological evolution of the Jharol group of rocks around Phalasia and Jharol, Udaipur Dist Southern Rajasthan. Baroda

9 Singh, Rita Compound chaos and its application to the analysis of earthquake point processes. Osmania. Dr P S Mohari, National Geophysical Research Institute, Hyderabad Engineering

1 Dhotre, R S Development of a soil moisture crop response model. Roorkee

2 Didalkar, Vijay Low grade graphite ores in India and their beneficiation. Nagpur Dr R H Tupkary, Prof (Retd), Department of Metallurgical Engineering, Visveswaraiya Regional College of Engineering, Nagpur

3 Gauri Charan, Thanangi Studies on the effects of some design and operating parameters of water only cyclone for beneficiation of coal crushed to 3MM. ISM Dr Nikkam Suresh, Indian School of Mines, Dhanbad and Dr D D Halder, Central Fuel Research Institute, Dhanbad

4 Goval, Rohit Seepage from canals founded on finite pervious soil with asymmetric drainages. Roorkee

5 Gupta, Rajesh Reliability based analysis and design of water distribution systems. Nagpur Dr P R Bhawe, Prof (Retd), Department of Civil Engineering, V R C E, Nagpur

6 Hussain, Hamad Mahal Influence of pulsed current Mig welding on the mechanical properties of Al-Zn-Mg alloy weldment. Roorkee

7 Kadhum, Abdul Ameer Sahib Studies of boiling heat

transfer from plain and integral fin tubes to binary and ternary liquid mixtures. Roorkee.

8. Killedar, Deepak J Defluoridation studies with fishbone charcoal in different adsorption systems. Roorkee

9. Laway, Naseer Ahmed Adaptive optimal coordination of directional overcurrent relays of large scale power systems. Roorkee.

10 Mishra, Arvind Kumar Development and characterisation of fibre for reinforcement of shotcrete. ISM. Prof U K Singh

11. Nirendra Dey Behaviour of track structure under stationary and moving vertical wheel loads. Roorkee

12 Pande, Madan Mohan Investigations on behaviour of steel fibre reinforced concrete beams under torsion and combined loading. Roorkee

13 Parida, Manoranjan Mode choice analysis based on stated and revealed preferences for home based work trips in Delhi. Roorkee

14 Pour, Abdol Reza Soltani Investigations on specific characteristics of submerged arc narrow gap welding process and welds. Roorkee

15 Sharma, Virender Prakash Environment management of various drilling effluents at Indian oil fields. ISM Prof Inderjit Singh (Retd), Indian School of Mines, Dhanbad

16 Srinivas, Konduri Beneficiation studies on low grade tin ore of Madhya Pradesh. ISM. Prof T C Rao, Regional Research Laboratory, Bhopal and Prof R Venugopal, Indian School of Mines, Dhanbad

17 Verma, Gur Saran Das A novel approach in design and development of object oriented heterogeneous distributed database management system Roorkee



COLLEGE OF NURSING

POST GRADUATE INSTITUTE OF MEDICAL EDUCATION & RESEARCH, CHANDIGARH

ADMISSION NOTICE

Applications, on prescribed form are invited from unmarried female candidates for admission to B Sc Nursing (4 years) course of the College of Nursing attached to the Institute and affiliated to Panjab University for the session 1996-2000 starting from 15th July, 1996

ADMISSION QUALIFICATIONS

10+2 examination passed of the Panjab University with Physics Chemistry, Biology and English or any other examination recognized by the Panjab University as equivalent thereto Candidates appearing in the said examination to be held in April/May, 1996 can also apply but they will be admitted to the entrance test only if they furnish the proof of their having passed the examination by 18.6.1996

AGE LIMITS

Not less than 17 years and not more than 25 years as on 31.12.1996

NO OF SEATS

50 General 39 Reserved for Sch Castes/Tribes 11

STIPEND ADMISSIBLE

Selected candidates will be granted stipend at the rate of Rs 100/- P M for three years and Rs 200/- P M during the fourth year They will have to execute service bond which, interalia, provides that they will serve the Institute/Government for a period of three years after successful completion of the course. Marriage during the period of the course is not permissible The breach of this condition will lead to the breach of the terms of the bond and will lead to the expulsion of the candidate from the course

GENERAL INFORMATION

- 1 Candidates will have to appear in the entrance test at Chandigarh at their own expense
- 2 Interim enquiries will not be entertained
- 3 Those applying for the reserved seats must append with their applications, a certificate from the Distt Magistrate/Tehsildar/Distt Welfare Officer, concerned in support of their claim No other certificate will be entertained
- 4 The No of seats mentioned above is subject to variation without prior notice

Application form and Prospectus are available from the office of the undersigned either personally on payment of Rs 75/- at the counter on all working days between 10.00 A.M to 4.00 P.M from Monday to Friday and 10.00 A.M to 12.00 Noon on Saturdays (from 8.00 A.M. to 12.00 Noon on all working days w.e.f 16th May, 1996) or by post on written request accompanied with a self addressed envelope of 23 cms x 15 cms size with postage stamps of Rs 10/- affixed thereon and a Crossed Postal Order/Demand Draft for Rs 75/- drawn in favour of the "Director, P G I, Chandigarh"

Last Date for the Receipt of Application : 27th May, 1996.

Acting Principal,
College of Nursing,
PGIMER, Chandigarh



INDIRA GANDHI NATIONAL OPEN UNIVERSITY

SEVENTH CONVOCATION

The VII Convocation of Indira Gandhi National Open University will be held on Saturday, the 11th May, 1996 at Sanchar Kendra, IGNOU Campus, Maidan Garhi, New Delhi 110 068. The Convocation will simultaneously be held through Tele-conferencing mode at IGNOU Regional Centres at Ahmedabad, Bhopal, Calcutta, Hyderabad and Madras.

Hon'ble Justice Shri Ranganath Misra, Chairman, National Human Rights Commission, will be the Chief Guest and deliver the Convocation Address.

University medals, degrees/diplomas will be awarded to all the eligible candidates of various programmes who have been declared successful during Term-end Examination held in December 1994 and June 1995. Candidates who have sent in their willingness for attending the Convocation in person at Delhi, Ahmedabad, Bhopal, Calcutta, Hyderabad and Madras are being informed individually. They are advised to contact the SR&E Division at headquarters or concerned Regional Director for further information, if any.

N.B.K.R. INSTITUTE OF SCIENCE & TECHNOLOGY VIDYANAGAR-524 413, NELLORE DIST. (A.P.)

(Advertisement No. 2/96)

Applications are invited to reach the Director of the Institute on or before 04 May 1996 for the following posts

1 ASSISTANT PROFESSORS :

Computer Science & Engineering

2 LECTURERS

- (a) Electrical & Electronics Engineering
- (b) Electronics & Communication Engineering
- (c) Computer Science & Engineering
- (d) Mathematics

3. RESEARCH SCIENTIST FOR ISRO PROJECT

(Mechanical Engineering)

QUALIFICATIONS :

ASSISTANT PROFESSOR

A First Class Master's Degree with five years of teaching/research/industrial experience.

LECTURER

A First Class M Tech for posts 2 (a) and (b) A First Class M Tech /B Tech. for post 2 (c) and Ph D with First Class Master's Degree for post 2 (d).

RESEARCH SCIENTIST

A First Class Master's Degree in Mechanical Engineering.

PAY

Assistant Professor Rs 3700-125-4950-150-5700

Lecturer/ Rs 2200-75-2800-100-4000

Research Scientist

Advance increments may be granted in the deserving cases. Preference will be given to the candidates belonging to

SC/ST/BC

Applications may be submitted on plain paper giving full particulars regarding qualifications, experience etc. Copies of Certificates and testimonials should accompany the applications.



POSTGRADUATE INSTITUTE OF MEDICAL EDUCATION & RESEARCH, CHANDIGARH

ADMISSION NOTICE NO. 42/96/Acad.

LAST DATE FOR RECEIPT OF APPLICATION FORMS 6.5.1996

Applications on the prescribed form are invited for the following postgraduate, postdoctoral courses and Ph D programme for the academic session starting from 1st July, 1996

I. FIRST YEAR JUNIOR RESIDENTS (for MD/MS courses)

The candidates who are completing their internship after 30.6.96 are not eligible

a) General Candidates - 59

Anaesthesia -9, Community Medicine -2, Dermatology, Venereology & Leprology -2, ENT -2, Medicine -8, Obst & Gynaecology -4, Paediatrics -4, Psychiatry -2, Orth Surgery -2, Ophthalmology -2, Radio-diagnosis -1, Radiotherapy -2, Surgery -9, Microbiology -3, Pathology -4, Pharmacology -3

b) Scheduled Castes/Tribes - 19

Anaesthesia -3, Dermatology, Venereology & Leprology -1, ENT -1, Medicine -3, Ophthalmology -1, Obst & Gynaecology -1, Paediatrics -2, Radio-diagnosis -1, Orth Surgery -1, Surgery -2, Microbiology -1, Pathology -1, Pharmacology -1

c) Rural Area Services -3

Anaesthesia -1, Medicine -1, Surgery -1

d) Foreign National

Anaesthesia -2, Dermatology, Venereology & Leprology -1, Obst & Gynaecology -1, Ophthalmology -1, Surgery -1, Pathology -1, Pharmacology -1

e) For Indian Sponsored Candidates

Anaesthesia -1, Dermatology, Venereology & Leprology -1, Medicine -1, Paediatrics -3, Ophthalmology -1, Ortho Surgery -2, Surgery -1, Radio-diagnosis -1, Pathology -1

II. MDS (ORTHODONTICS) - 2 (General-1, SC/ST-1)

III. FIRST YEAR JUNIOR RESIDENTS (HOUSE JOB) FOR DENTISTRY - 4 (General-3, Sch Castes/Tribes-1)

IV. SENIOR RESIDENTS (for DMM.Ch. courses)

i) General Candidates

Cardiology -2, Gastroenterology -3, Neurology -2, Neonatology -2, Pul Medicine -2, Cardio Thoracic & Vascular Surgery -2, Neurosurgery -3, Paed Surgery -2, Urology -1

ii) Deputed/Sponsored candidates

Cardiology -3, Endocrinology -3, Gastroenterology -2, Nephrology -2, Neurology -4, Neonatology -1, Pul Medicine -1, CI Pharmacology -3, Cardio Thoracic Surgery -6, Neurosurgery -2, Paed Surgery -1, Plastic Surgery -1

Upper age limit as on 1.7.1996 should not be more than 35 years for general candidates and 40 years for candidates belonging to Sch Castes/Tribes and Ex-Servicemen and commissioned Officers including ECO/S S C Os, who have rendered atleast 5 years military service and are released on satisfactory completion of assignment. No upper age restriction for sponsored/deputed candidates

Candidates due to appear in MD/MS examination during April, May, 1996 can also apply. They will be admitted to the entrance test only if they furnish the result of their examination from the University/Institute concerned atleast two days before the entrance test including the approval of their thesis

V) Ph.D. PROGRAMME

Biochemistry, Biophysics, Cardiology, Community Medicine, Dermatology, Endocrinology, Experimental Medicine & Biotechnology, Gastroenterology, Medical Microbiology, Neurology, Obst & Gynaecology, Orthopaedics, Parasitology, Cytology, Immunopathology, Psychiatry, Pharmacology, Paediatrics, Pul Medicine

VI) M Sc Medical Technology (Pathology) with Immunopathology or Morbid Anatomy as special subject

VII) M Sc Medical Technology (Microbiology) with Parasitology or Virology or Bacteriology & Micology as special subject

VIII) M Sc Medical Technology (Pharmacology & Physiology)

IX) M Sc Medical Technology (Radiology) with Radiotherapy as special subject.

X) M Sc Medical Technology (Biochemistry)

XI) M Sc (Speech & Hearing) course

XII) M Sc Biochemistry-4 (General -3, SC/ST-1)

XIII) M Sc Pharmacology -2 (General -1 SC/ST-1)

XIV) M Sc Medical Biotechnology -5, (General -4, SC/ST-1)

GENERAL INFORMATION

1 For all courses where MBBS/BDS is an eligible requirement, the candidates who have made more than one attempt (i.e. have more than one failure, compartment or reappear) during their MBBS/BDS course, are not eligible. For DMM/Ch courses, the candidates who have made more than one attempt in MBBS or MD/MS career are not eligible. However, those belonging to Sch Castes/Tribes, with upto two attempts in their MBBS/BDS/MD/MS career will be eligible.

2 The number of seats wherever indicated are provisional and are subject to change without prior notice.

3 The courses at categories VI to XI above are only for sponsored/deputed candidates.

4 A candidate applying for more than one subject/course except category -1 is required to submit separate application complete in all respects for each subject/course.

5 Application forms alongwith prospectus (Brochure of information) are available from the office of the undersigned either personally on payment of Rs 150/- (which includes the entrance examination fee) on the counter from 10.30 AM to 11.30 AM and from 2.30 PM to 3.30 PM on all working days (except Saturdays) or by post for which request must be accompanied with a self addressed envelope of size (23.5 x 14 cm) bearing postage stamps of Rs 7/- and crossed postal order/bank draft for Rs 150/- drawn in favour of the Director of the Institute. Money orders are not accepted.

DR. R.C. MAHAJAN
PROFESSOR INCHARGE
(ACADEMIC SECTION)

FACULTY OF MANAGEMENT STUDIES

ROHILKHAND UNIVERSITY, BAREILLY

ADMISSION NOTICE

Applications are invited for admission to the following courses beginning July 1996.

(a) Department of Business Admission, University Campus, Bareilly

- (1) MBA (Full Time)
- (2) MBA (Three Years Part Time)
- (3) MMSc (Two Years Full Time)

(b) Institute of Foreign Trade and Management, Moradabad

- (1) MIB (Two Years Full Time)
- (2) MBA (Two Years Full Time)
- (3) BBA (Three Years Full Time)

INTAKE : In each course 30 seats are for general candidates and 30 for NRS/Sponsored candidates

- Eligibility :**
1. For MBA, MIB & MMSc a bachelors degree (10+2+3) or post Graduate with 50% marks
 2. For MBA (Part Time) Graduation/Post Graduation with 50% marks along with 3 years supervisory level experience
 3. For BBA Intermediate (10+2) or equivalent with 50% marks

SELECTION : The selection for the above courses shall be made on merit determined on the basis of Written Test, Group Discussion and Personal Interview

ADMISSION TEST : Written test will be conducted on Saturday the 8th June, 1996 at Bareilly, Moradabad, Delhi and Lucknow. However the University can change/cancel any test centre

HOW TO APPLY : The Information Brochure and application form can be obtained w e f March 20, 1996 by paying in cash Rs 500/- or by sending a demand draft of Rs 510/- in favour of Finance Officer, Rohilkhand University, Bareilly, from Coordinator, Entrance Test Management, Rohilkhand University, Bareilly or Incharge Institute of Foreign Trade and Management, Hindu College Campus, Moradabad. This also includes Entrance Test fee

LAST DATE : Duly filled in application should reach the Coordinator, Entrance Test Management, Rohilkhand University, Bareilly latest by 5th May 1996.

NOTE :

- 1 Reservations as per University/U P Govt/AICTE GOI Norms
- 2 Candidates appearing in the final year of their examination may also apply but they must submit their result at the time of interview

REGISTRAR

INSTITUTE OF ADVANCED STUDIES IN EDUCATION

ROHILKHAND UNIVERSITY, BAREILLY - 243 006

Advertisement

Applications are invited for admissions of the following courses for the year 1996-97

Course	General	Self Supporting	NRI Sponsored
A Applied M Ed	15	10	05
B B Ed. Specialization in Vocational Education	40	30	10
C B Ed Specialization in Special Education	40	30	10
D B Ed Specialization on Educational Computing	40	30	10

ELIGIBILITY

(A) Applied M Ed , B Ed/L T or equivalent course recognised by the University

(B C D) B Ed Specializations Graduate Degree from recognised University

For above courses admission will be made for general & selfsupporting seats on the basis of Entrance Test. Candidates who are appearing in the qualifying examination may also appear in the Entrance Test. However they have to produce eligibility certificate/marksheets at the time of admission

Entrance Test Schedule:

	Date	Time	Paper
Applied M Ed	09.06.1996	9.00-11.30	I
B Ed Specializations	09.06.1996	9.00-11.30	II
	09.06.1996	2.00-04.30	

Nodal Centers for Entrance Test Bareilly and Moradabad.

Candidates desirous to seek admission may obtain Application form and Information Brouchure from the office of the Director, Institute of Advanced Studies in Education, Rohilkhand University, Bareilly 243 006 (U.P.) or office of institute of Foreign Trade and Management, Hindu College Campus, Moradabad on payment of Rs 200/- in cash (This includes Entrance Examination Fee also) from March 20, 1996 onwards on all working days. The application form and information Brochure can also be obtained by post on remitting a demand draft of Rs 210/- in favour of Finance Officer, Rohilkhand University payable at Bareilly alongwith self addressed envelope of size 30 Cm x 24 Cm. addressed to the Director, IASE Rohilkhand University, Bareilly - 243 006.

Complete application also be submitted to the office of Director (IASE) in person or it must reach on or before 05.5.1996

REGISTRAR

CLASSIFIED ADVERTISEMENTS

TECHNICAL TEACHERS' TRAINING INSTITUTE SECTOR 26, CHANDIGARH

Advertisement No. 42 (April 96)

Applications are invited by the Principal on prescribed form for the under-mentioned posts

1 System Programmer (Pay scale Rs 3000-4500) : One Post

2 Junior System Engineer (Pay scale Rs 2200-4000) One Post (Reserved for Scheduled Caste)

3 Lecturer Computer Science (Pay scale Rs 2200-400) One Post (Reserved for Other Backward Classes)

Application form, qualifications, information brochure can be had from the SENIOR ADMINISTRATIVE OFFICER of the Institute personally or by sending a self-addressed unstamped envelope (28 cms x 12 cms) indicating the advertisement number and name of the post at the top of the envelope

Applications complete in all respects should reach the Principal on or before 30.4.1996 Applications received after the due date will not be entertained

DEVA MATHA COLLEGE KURAVILANGAD

WANTED

Applications are invited for the following posts

1) Lecturer in English - 1 post

2) Lecturer in Politics - 1 post

Qualifications, scale of pay and terms & conditions of service as laid down by UCC, Government of Kerala, and other competent authorities

Age Limit:- Between 19 and 36 as on 1-1-96

Apply within 30 days of this notifications in the prescribed form (which can be obtained from college office) to the Principal, Deva Matha College, Kuravilangad, Kottayam Dist., Kerala-686 633

MANAGER

ST. XAVIER'S COLLEGE GOA

Applications are invited for the following posts.

1 Lecturer in Computer Science - 2 posts (full time)

2 Lecturers in Commerce - 2 posts (full time) (with specialisation in Cost Accountancy/Financial Accounting/Business Management)

3 Lecturer in Economics - 2 posts (full time)

4 Lecturer in Chemistry (Physical) - 1 post (full time)

5 Lecturer in Physics - 1 post (full time) (with specialization in Electronics)

6 Lecturer in Electronics - 1 post (full time) (M Sc in Electronics)

7 Lecturers in Botany - 2 posts (full time)

8 Lecturer in Mathematics - 1 post (full time)

9 Lecturer in Hindi - 1 post (full time)

10 Lecturer in Geography of Resources - 1 post (part time)

11 Lecturer in Business Law - 1 post (part time)

12 Lecturer in Portuguese - 1 post (lecture basis)

ELIGIBILITY:

Master's degree in the relevant subject with atleast 55% marks or its equivalent grade and good academic record (i.e.

atleast 50% at the graduation examination or an average of 50% marks at the three examinations in SSC, HSSC and graduation taken together) For post No 1, the candidate should possess either M.C.A with atleast 55% marks or an equivalent grade or M Sc with Maths/Statistics with atleast 55% marks or its equivalent grade and Diploma/Certificate in Computer Science or M.E./M.Tech in Computer Science or Electronics with 55% marks

Candidates should have cleared the NET/SET In case candidates having passed eligibility test are not available, candidates fulfilling other conditions would be appointed on temporary basis

Scale of Pay:

Rs 2200-75-2800-100-4000 and other admissible allowances

Persons who are already employed shall send in their applications through proper channel

Certified copies of statements of marks at all public examinations should be enclosed.

Applications with relevant details should reach the Principal, St Xavier's College, Mapusa, Goa, 403 507 within 15 days from the date of publication of this advertisement Applications with incomplete data will be rejected outright

Fr. Antimo Gomes
PRINCIPAL



INDIAN INSTITUTE OF TECHNOLOGY, BOMBAY

Powai, Mumbai 400 076.

Advt. No. H-176 / 95-96

A UNIQUE M.Sc. PROGRAMME AT I.I.T. BOMBAY IN APPLIED STATISTICS AND INFORMATICS

Admission requirements : First Class in Bachelor's Degree with Mathematics or Statistics as one of the subjects for at least two years.

Application Forms and Information Brochure can be obtained from the Deputy Registrar, I.I.T. Bombay, Powai, Mumbai 400 076 by sending a demand draft of Rs 150/- in favour of Registrar, IIT Bombay along with a self addressed stamped (Rs 5/-) envelope of size 27 cm x 12 cm or by paying cash Last date for receiving completed application forms is 17th May, 1996

NAGALAND UNIVERSITY
HEADQUARTERS : LUMAMI CAMPUS : KOHIMA

No.NU/Estt/94-95/10150

Date: 2nd April '96.

ADVERTISEMENT

Applications are invited on prescribed form for the following posts in the Nagaland University for its various Post-Graduate Departments, so as to reach the Registrar, Nagaland University, Campus Kohima, PIN - 797 001, Nagaland, on or before 22nd May, 1996.

Sl. No.	Name of the Department	Name & No. of the Posts		
		Professor	Reader	Lecturer
1.	Political Science	1	1	1
2.	Economics	1	1	1
3.	Sociology	1	1	1
4.	Geography	1	1	1
5.	Botany	1	1	1
6.	Zoology	1	1	1
7.	Chemistry	1	1	1

Pay Scale :

Professor - Rs 4500-150-5700-200-7300/-
Reader - Rs. 3700-125-4950-150-5700/-
Lecturer - Rs 2200-75-2800-100-4000/-

In addition to pay, allowances as per Central Government employees posted at Nagaland will be admissible

Eligibility Criteria:

For the Post of Professor : An eminent scholar with published works of high quality, actively engaged in Research with at least 10 years of experience in Post Graduate Teaching and/or Research at the university/National Level Institution including experience in guiding Research at Doctoral Level.

OR

An outstanding scholar with established reputation who has made significant contribution to knowledge.

For the Post of Reader : (i) Good academic record with at least 55% marks at Master's Degree Level in the relevant subject and the Doctoral Degree or equivalent published work. (ii) Not less than 8(eight) years experience in teaching and/or research including 3 (three) years for research degree and has made some mark in the area of scholarship as evidenced by quality of publication, contribution to educational renovation, design of new courses and curricula.

For the Post of Lecturer : (i) Good academic record with at least 55% marks or an equivalent grade at Master's Degree Level in the relevant subject from an Indian Uni-

versity or an equivalent degree from a foreign University. (ii) Candidates, besides fulfilling the above qualifications should have cleared the Eligibility Test for lecturer conducted by UGC/CSIR or similar test accredited by the UGC

OR

Should have submitted their Ph.D thesis, or completed their M.Phil Degree by 31st December, 1993

Note: There is relaxation of the minimum marks at the PG level from 55% to 50% for appointment as Lecturer to the candidates who have cleared the JRF examination conducted by UGC/CSIR only, prior to 1989, when the minimum marks required to appear for JRF exam were 50%

Application must be accompanied by attested copies of Mark sheets/Certificates, Experience Certificates, etc. and the details of Research and Publications in support of eligibility.

Candidates already in service should submit their applications through proper channel. An advance copy may, however, be sent directly

Application must be accompanied by an application fee of Rs. 50/- (Rupees Fifty), Rs 25/- (Rupees Twenty Five) only in case of candidate belonging to SC/ST/OBC/PH/EXSM. The application fee is payable by Bank Draft/Bankers Cheque drawn in favour of Nagaland University on any Bank payable at Kohima. Fee can also be paid by I.P.O. drawn in favour of Nagaland University payable at Head Post Office, Kohima.

Application forms can be obtained from:-

- The Registrar, Nagaland University, Campus Kohima, personally on any working day during office hours.
- The Registrar of the University by making a written request accompanied by self addressed stamped envelope of 23 x 10 cm.

NOTE :

- Application form will not be issued after 15th May, 1996.
- The University reserves the right to fill up or not fill up any post(s) or call only selected candidates for interview. Number and nature of the post may vary at the time of interview

REGISTRAR

SREE SANKARA COLLEGE
KALADY-683 574, KERALA STATE

In the light of G O (MS) N 30/96/H Edn. dated 12.2.96 prescribing the qualifications for Junior Lecturers (Pre-Degree) applications are invited for the following posts some of which had already been advertised. Those with the prescribed qualifications who had applied in response to our previous advertisement need not apply again

- | | |
|----------------|---|
| 1. Physics | 3 Vacancies (1 open merit, 1 anticipated and one community quota) |
| 2. Mathematics | 1 Open merit quota |
| 3. Chemistry | 2 (1 Community quota and 1 anticipated) |
| 4. Botany | 1 Open Merit |
| 5. English | 1 Community quota |

Qualifications (i) Master's Degree in the concerned subject with at least 50% of marks or its equivalent.
(ii) B.Ed. Degree

L.G. Staff 1 (anticipated) Must be able to read and write Malayalam, Tamil or Kannada

Age . Below 35 years of age on the 1st January 1996

Apply within one month from the date of notification to the Managing Director

Application forms can be had from the Principal, on payment of Rs. 100/- by cash or Rs. 110/- by M.O. (Postal order and D.D. will not be accepted.)

MANAGING DIRECTOR



UNIVERSITY OF ROORKEE

ADMISSION TO POSTGRADUATE PROGRAMMES 1996-97

1. Master's Degree Programmes (M.E./M.Tech./M.Arch./M.U.R.P.) of 1½ Years (3 Semesters) Duration

- (a) Department of Architecture and Planning
 - * Architecture * Urban and Rural Planning * Building Science and Technology (Offered by C I Department)
- (b) Department of Chemical Engg
 - * Advance Transfer Processes * Computer Aided Process Plant Design * Industrial Pollution Abatement
- (c) Department of Civil Engg
 - * Building Science and Technology * Computer Aided Design * Environmental Engg * Geotechnical Engg * Hydraulic Engg * Remote Sensing & Photogrammetric Engg * Structural Engg * Transportation Engg
- (d) Department of Earthquake Engg
 - * Soil Dynamics * Structural Dynamics
- (e) Department of Electrical Engg
 - * Measurement and Instrumentation * Power Apparatus and Electric Drives * Power System Engg * System Engg and Operations Research
- (f) Department of Electronics & Computer Engg
 - * Communication System * Control and Guidance * Microwave and Radar * Solid State Electronics * Computer Science and Technology * IV Technology (extension programme of P G Diploma)
- (g) Department of Mechanical & Industrial Engg
 - * Machine Design Engg * Production and Industrial System Engg * Thermal Engg * Welding Engg
- (h) Department of Metallurgical Engg
 - * Extractive Metallurgy * Industrial Metallurgy * Physical Metallurgy
- (i) Institute of Paper Technology, Saharanpur Campus
 - * Pulp & Paper

ELIGIBILITY FOR ADMISSION

- * Bachelor's degree in the appropriate field of engineering Technology Architecture Alternate qualifications exist Details are available in Information Brochure
- * M.Sc. in Electronics Computer Science Physics Mathematics or Statistics with background in Electronics and Computers

2. Postgraduate Diploma Programmes of 1 Year (2 Semesters) Duration

- (a) Department of Earthquake Engg
 - * Earthquake Engg * Earthquake Technology (only for sponsored candidates)

Information Brochure containing Application Form can be obtained from the Office of Assistant Registrar (Academic), University of Roorkee Roorkee-247 667 Application Form for M.E./M.Tech. (CST) M.U.R.P./M.Arch./P.G. Diploma in Earthquake/Television Technology M.Phil. M.Tech. (Earth Science) M.Sc. University Diploma (Pulp & Paper/Process Instrumentation)/P.G. Diploma (Industrial Management) is available on payment of Rs. 75/- (Rs. Seventy Five only) each either by University receipt or Bank Draft in favour of the Registrar University of Roorkee payable at State Bank of India, University Branch, Roorkee (Code No. 1069), in person or by sending a self-addressed 22x30 cms envelope with postage stamps of Rs. 5.00 affixed on it. Candidates who have appeared in the final examination of qualifying degree are also eligible to apply for admission. They will be considered provisionally for admission provided they submit a certificate of having completed all examination requirements of the final qualifying examination. Provision exists for reservation of seats for SC/ST candidates. The Application Form will be available w.e.f. 30.3.96 to 20.5.96 by Post and 30.3.96 to 25.5.96 in person.

Last date for receipt of complete Application Form in the concerned Department is 31.5.1996

- Note:
1. Candidates must mention clearly the name of Department with course specialization for which they desire to get the Application Form.
 2. Separate application form should be filled for courses belonging to different departments.

- (b) Department of Electronics and Computer Engg.
 - * Television Technology
- (c) Department of Humanities and Social Sciences
 - * Industrial Management

ELIGIBILITY FOR ADMISSION

- * B.E. in Electronics & Comm. Engg. or M.Sc. in Electronics or Physics
- * Bachelor's degree in Engineering or Master's degree in Science in appropriate disciplines
- * Alternate Master's degree in Economics/Psychology/Commerce with Mathematics at 10+2 level

3. M.Phil. Programmes of 1 Year (2 Semesters) Duration

- (a) Department of Chemistry
 - * Industrial Methods of Chemical Analysis
- (b) Department of Mathematics
 - * Computer Applications * Mathematics
- (c) Department of Physics
 - * Instrumentation * Material Science

ELIGIBILITY FOR ADMISSION

- * Master's degree in Science in appropriate disciplines or B.E. degree Diploma in Process Instrumentation (IPT) for M.Phil. Instrumentation only

4. M.Tech. Programmes of 3 Years (6 Semesters) Duration

- Department of Earth Sciences
 - * Applied Geology * Applied Geophysics

ELIGIBILITY FOR ADMISSION

- * Bachelor's degree in Science in appropriate discipline

5. M.Sc. Programmes of 2 Years (4 Semesters) Duration

- * Applied Geology * Applied Mathematics
- * Biosciences * Biotechnology * Chemistry * Physics

ELIGIBILITY FOR ADMISSION

- * Bachelor's degree (Three years course) in Science in appropriate discipline

6. University Diploma of 2 Years (4 Semesters) Duration at Institute of Paper Technology, Saharanpur Campus

- * Pulp and Paper * Process Instrumentation

ELIGIBILITY FOR ADMISSION

- * Bachelor's degree (Three Years Course) in Science with Physics, Chemistry and Mathematics



INDIRA GANDHI NATIONAL OPEN UNIVERSITY

Maidan Garhi, New Delhi-110 068

Applications are invited from Indian citizens for the following posts in the Indira Gandhi National Open University

1 Regional Directors - 6

Scale of pay Rs 4500-150-5700-200-7300 plus usual allowances as admissible under the University rules

Qualifications & Experience

- a) Good academic record with a doctoral degree or equivalent published work
- b) At least ten years experience in teaching and/or educational administration at a senior supervisory level, educational planning and management or formulation and implementation of educational development programmes, including at least 5 years experience in the distance education system in management, monitoring and evaluation of student support services and conduct of staff development programmes

2 Assistant Regional Directors - 17 (SC 3, ST 1, Gen 13)

Scale of pay Rs 2200-75-2800-100-4000 plus usual allowances as admissible under the University rules

Qualifications & Experience

a) Essential

Master's Degree with at least 55% marks/equivalent grade in any discipline under the following areas

- i) Humanities and Social Sciences.
- ii) Science and Technology.
- iii) Management, Commerce and Professional Programmes

b) Desirable

- i) Knowledge of Hindi and/or one of the regional languages.
- ii) Qualification and experience in the distance and open learning system.
- iii) A doctoral degree or research work of an equally high order

The selected persons will be posted at any of the 17 Regional Centres of IGNOU. The number of likely vacancies at different Regional Centres are as follows

Ahmedabad (3), Bangalore (1), Calcutta (3), Cochin (1), Guwahati (1), Jaipur (2), Pune (1), Shillong (2), Shimla (1), HQ (RSD) (1). The number of region-wise vacancies is subject to change

The prescribed application form can be had from the Office of the Director (Academic Coordination), Block no 4, Room no 20, IGNOU, Maidan Garhi, New Delhi 110 068, either in person or by post by sending a Demand Draft for Rs. 25/- (Twenty-five only), in case of General Category candidates and Rs 10/- (Rs. Ten only) for SC/ST category candidates drawn in favour of IGNOU payable at New Delhi and a self-addressed stamped (Rs 3/-) envelope (size 28 x 13 cm). Requests not accompanied by stamped self addressed envelope will not be considered. Applications duly completed and securely fastened along with attested copies of degree, other certificates, mark-sheet, published research articles, etc. should reach Director (Academic Coordination), Indira Gandhi National Open University, Maidan Garhi, IGNOU Post Office, New Delhi-110 068, latest by 17 May 1996. The candidates will have to produce the original documents relating to the age, qualifications, experience etc., at the time of interview. Applications incomplete in any respect and those received after the due date shall not be entertained.

DIRECTOR (AC)